

U. S. Department of Education
Office of Vocational and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: KENTUCKY

Eligible Agency Submitting Plan on Behalf of State:

OFFICE OF CAREER AND TECHNICAL EDUCATON

**Person at, or representing, the eligible agency responsible for
answering questions on this plan:**

Signature: _____

Name: John Marks

Position: Executive Director

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Type of State Plan Submission (check *all* that apply):

☐ 6-Year

☐ 1-Year Transition

☒ Unified - Secondary and Postsecondary

☐ Unified - Postsecondary Only

☐ Title I only (*All Title II funds have been consolidated under Title I*)

☒ Title I and Title II

PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirement

1. Two public hearings were held in February, 2008. One hearing was held in Frankfort, Kentucky on February 20, 2008. This site was selected to facilitate travel for constituents living in Eastern Kentucky. The second public hearing was held in Morgantown, Kentucky to facilitate travel for constituents living in Western Kentucky. Legal advertisements were placed in _____ regional newspapers across the state. This included two state wide newspapers. In addition, the Kentucky Education Cabinet sent a press release announcing the public hearings to _____. The legal advertisements and the press release invited individuals to comment on the Kentucky State Plan and requested each individual leave a written copy of their comments with the person registering the speakers.
2. The following is a summary of comments made during the first public hearing held on February 20, 2008. A summary of the written responses to the recommendations and/or comments made during the first public hearing include the following: The summary of comments and responses to the comments made during the second public hearing is the following:
3. Individuals who served on the State Plan Advisory Committee for the | Transition Plan were asked if they would continue to serve as advisors to the development of the five year plan. Ten individuals agreed to serve. There were three staff changes and three individuals agreed to serve in those slots. In addition, four of the career and technical education advisory committee from business and industry also agreed to serve on the committee. There are five business and industry representatives on the committee and one representative from economic development. The individuals represent business and industry, teachers, administrators, economic development, and the Kentucky Workforce Investment Board. The representative from the Board is a police officer and represents the public community. The student representative replied she could not serve because she could not miss her classes.
4. The Program/curriculum consultants reviewed the draft plan and provided information to expand or revise the content. Other staff members were consulted individually when clarification of a program activity was needed. Data to establish baselines for the accountability measures came from the Technical Education Data System that houses the state career and technical education data system. Eligible recipients enter the data into the system and are responsible for assuring the data are complete and accurate. Individuals who were involved in activities such as math and CTE and relevant instruction provided input into improving academic achievement. Postsecondary eligible

recipients and their representative state agency were involved by conducting surveys or reviewing institutional data to establish baseline data for the new postsecondary accountability data. The draft of the five year state plan was posted on the Office of Career and Technical Education web site for eligible recipients and others to view the proposed state plan. Two public hearings were held in two parts of the state to facilitate travel from the eastern and western parts of the state. Advertisements in _____ newspapers identified the locations of the public hearings. In addition Kentucky Education Cabinet sent a public information notice about the public hearings and published the web site for interested individuals to review the draft state plan and provide written comments to the Office of Career and Technical Education. The State Plan Advisory Committee met to review the plan and to make recommendations to the Executive Director.

5. The draft state plan has the proposed uses of funds. Staff from other agencies received a draft of the plan at the time they were asked to review and provide input. Some of those individuals shared the plan with colleagues in their respective agencies. Individuals will have an opportunity to review the draft plan from the web site and may file an objection with the Executive Director. A response to every objection will be made.

B. PROCEDURAL SUGGESTIONS AND PLANNING REMINDERS

The names of the newspapers, dates the advertisements were published, and written comments made by participants during the hearings will be maintained. Responses to the written comments or suggestions/recommendations will also be kept on file. Names of individuals who sign in during the public hearing will kept as well as the number attending but did not speak.

Minutes will be taken during the State Plan Advisory Committee meeting to record their input. Written Input from individuals from other agencies and institutions are available as well as notes from the meeting when staff members reviewed the draft of the state plan.

Postsecondary institutions may choose to work with the one-stops and to provide in-kind support.

The draft of the complete state plan is available for review by going to the web site of the Office of Career and Technical Education.

II. PROGRAM ADMINISTRATION

A. Statutory Requirement

1. Kentucky is submitting a five-year state plan for FY 09--FY 13. [Sec.122(a)(1)]
2. The career and technical education activities to be assisted with Perkins funds are designed to meet or exceed the state adjusted levels of performance and are described below.
 - a. Kentucky has completed identifying the sequence of courses and possible exit points that end with a certificate, an industry certification, diploma, or an associate degree for six programs of study (career pathways). Those programs of study are, manufacturing, health sciences, education, construction, information technology, and STEM (science , technology, engineering and mathematics. The second group of programs of study being developed are agriculture, business and marketing, communication, human services, and transportation. The remaining programs of study will be developed as the second group is completed.

A committee defined the program of studies (career pathways), designed a template for aligning curriculum, and developed six model programs of study (career pathways) and templates for eligible recipient use. The committee definition of a career pathway is: "Career Pathways are systemic frameworks for transforming our education institutions by proactively addressing the needs of students and employers across the learning continuum. A program of study for each career pathway incorporates secondary and postsecondary education elements that include coherent and rigorous content aligned with challenging academic standards and relevant technical content. The content is coordinated in a non-duplicative progression of courses that align secondary education with postsecondary education to prepare students to succeed in postsecondary education. This coordination provides the opportunity for secondary students to participate in dual or concurrent credit at the postsecondary level. The programs of study provide the students with the opportunity to earn postsecondary degrees and /or industry recognized certifications and/or licensures.

Career pathways are developed, implemented and improved in partnership among secondary and postsecondary institutions, business and industry, employers. They are available to all students, including adult learners and are designed to lead to rewarding careers." Work teams consisting of secondary teachers, agency staff, community and technical college faculty, university faculty, and business and industry representatives use a curriculum template to align curriculum in career clusters being developed and implemented.

- i. A joint curriculum committee, consisting of both secondary and postsecondary teachers from the specific program and business and industry representatives from that employment sector will develop, review, revise and/or align course content on a regular basis.
- ii. Programs will consist of non-duplicative course sequences that include coherent and rigorous academic and technical content needed for the occupation. The integration of academic content into technical instruction will occur as joint instructional activities are developed between academic and technical instructors at both the secondary and postsecondary levels. Workshops will be provided to assist academic and technical teachers in jointly developing instructional materials and implementing instructional strategies that challenge students to apply academic content in a technical setting.
- iii. Articulation and dual credit agreements are in place for the majority of secondary and postsecondary institutions across the state. Dual credit agreements allow secondary students to earn career and technical education college credit while enrolled in the secondary portion of a program. Articulation agreements allow students entering a state postsecondary institution to receive college credit for career and technical education courses in a program of study taken at the secondary level. Students who complete the two year postsecondary program of study at a state community and technical college will be able to continue the program of study at the baccalaureate degree level, when appropriate, through articulation agreements between the community and technical college system and the four year degree institutions.

For the programs of study not having a statewide articulation agreement, representatives from the secondary and postsecondary institutions will be encouraged to develop local articulation or dual enrollment agreements for career and technical education courses. Representatives from schools already having agreements in place will be encouraged to meet annually to discuss the agreement and identify any problems students may be having in receiving and applying the credit toward degree requirements. This would include agreements from a secondary institution to a postsecondary institution or a two-year institution to a four-year institution.

- iv. Relevant technical content with appropriate applied academics for each of the programs of study are developed in conjunction with and validated by appropriate business and industry representatives. If national or state industry certifications are available, secondary and postsecondary programs and the teachers will be encouraged to obtain certification by the industry. In cases where industry certification is not available, the appropriate industry will validate the technical program content which

includes appropriate applied academics and student standards of achievement. Upon successful completion of the program of study, students will be eligible to receive an industry-recognized credential or certificate, or an associate or baccalaureate degree at the post-secondary level.

- b. The career and technical education programs of study are developed by secondary and postsecondary curriculum specialists, teachers, administrators, counselors, business and industry representatives, parents, and students. The six programs of study are being developed. Once the five programs of study are developed and the implementation process begins, the remaining programs of study will be developed and implemented using a similar schedule.

The sequence of courses for these pathways will be reviewed annually to assure the content and student standards meet the requirements of the appropriate business and industry. Changes will be made where appropriate. Each eligible recipient was required to implement at least one program of study during the transition year (07-08). Eligible recipients reviewed the approved programs of study, and selected one or more to be implemented. If the eligible recipients choose to implement a program of study that is not approved by the eligible agency, they must request, in writing with a justification, to implement a program of study that is yet to be developed. The request for approval is made to the eligible agency. The eligible recipients must utilize the guidelines developed at the state level to develop and implement the programs of study. The eligible agency must approve all programs of study before they may be implemented at the local level. By the end of the five year state plan, all programs of study will be implemented.

Professional development specific to implementing programs of study will be held and program/curriculum consultants will provide technical assistance throughout the implementation process of each program of study.

- c. The eligible agency will support eligible recipients in developing and implementing articulation agreements between secondary and postsecondary educational institutions by providing professional development for implementing the agreements and giving technical assistance during the process of implementation. The professional development activities will include legal requirements including the proper format and language to use in drafting an agreement, responsibilities of each party in educating students about the benefits of the agreement and the obligation to grant credit earned as a result of dual enrollment or articulation. Each school in the articulation agreement will share appropriate information and data to validate that students are receiving or have received credit when the secondary students enrolled in the postsecondary portion of the curriculum. Each institution will notify the Office of Career and Technical Education of the approved programs

of study that are being implemented and articulated. Articulation agreements among community and technical colleges and universities will enable career and technical education students to continue their education to earn a baccalaureate degree. Some articulation agreements between the community and technical college system and universities have been completed. The articulation agreements will be reviewed annually.

- d. Secondary career and technical education programs of study offered at each institution will be made available on the eligible recipient's web page. This includes community and technical colleges that serving secondary students. Approved programs of study for the state will be posted on the Kentucky Department of Education's web page, the Office of Career and Technical Education's web page, the Kentucky Community and Technical College System's web page, and each university's web page. University notification of the approved programs of study is limited to universities with associate degree career and technical education programs. In addition, the local secondary eligible recipient may distribute information to seventh and eighth grade students and parents through informational flyers. When eligible secondary and postsecondary recipients publish their yearly nondiscrimination statement, they must include a list of available programs of study.
- e. Technical education programs will be developed, improved, and expanded to allow all career and technical education student's access to appropriate technology. Curriculum specialists, teachers, administrators, counselors, and business and industry representatives will identify the appropriate technology to be used in the instructional process for each program of study. The technology will include increased access for rural school districts to high speed internet access, state of the art computer equipment and software in every classroom, technology related instructional aides such as Blackboard Course Management System, School Pad, and e-learning opportunities to allow students access to career technical programs that might not otherwise be available to students. Kentucky's secondary and postsecondary education agencies are involved in the assessment of current and planned internet applications for the Kentucky Education Network (KEN). The goal is to develop a seamless education-centric network, break down the physical and political barriers between secondary and postsecondary education, and share learning content and resources throughout the P-21 community in support of equitable life long learning for all Kentuckians. Each eligible Perkins recipient will be encouraged to utilize a portion of their allocated funds to assure students are utilizing technology that meet the needs of business and industry.
- f. The criteria used to approve eligible recipients' plans for funds under the Act are identified below. Criteria to assess the extent to which the local plan promotes continuous improvement in academic achievement, technical skill

attainment, and identifies and addresses current or emerging occupational opportunities are included.

- i. Evidence of continuous improvement in academic achievement includes
 - (1) identification of related core academics that are embedded in the career and technical education curricula offered at each institution;
 - (2) evidence of collaboration between appropriate academic teachers and career and technical education teachers;
 - (3) evidence of increasing students' academic achievement;
 - (4) challenging standards for academic achievement; and
 - (5) evidence of instructional strategies and instructional learning activities that are designed to meet the learning modalities of students enrolled in the program.
- ii. Evidence of continuous improvement in students' technical skill attainment includes the following:
 - (1) list of non-duplicative sequence of progressive relevant courses offered;
 - (2) business and industry input into course and skill attainment relevancy;
 - (3) student technical skill competency improvement that includes appropriate applied academics;
 - (4) students' knowledge of career opportunities options; and
 - (5) technical assessment results.
- iii. Eligible recipients will provide programs to students that are current with business and industry or that are emerging occupations.
Eligible recipients must provide evidence in the local application that the programs offered for students are in current or emerging occupational opportunities. Evidence submitted in the local application must include the following:
 - (1) names of each program advisory committee member and the company or agency represented;
 - (2) program advisory committee recommendations related to current and emerging occupations;
 - (3) records of two meetings in the school year;
 - (4) implementation of committee recommendations related to current and emerging occupations.

Members of the local advisory committees should include individuals from local economic development agencies, chambers of commerce, and leading businesses and industries.

Six members from business and industry agreed to serve as an advisory committee for the state plan development and reviewing state wide programs to assure the program offerings are consistent with current or emerging occupations.

Emerging occupations will be identified by subscribing to business magazines, staying abreast of employment data on state and national websites, working with the Kentucky Data Center, and maintaining relationships with educational leaders from surrounding states to stay informed with initiative in their prospective states.

- g. Programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma. All students will be expected to complete programs of study and graduate from high school. Career and technical education students are held to the same high standards of graduation as all other students. Students will be provided career guidance through a web-based Individual Learning Plan (ILP) to assure they have selected the career and technical education program in which they are the most interested and most likely to be successful.

Curriculum will be designed so that academic content is integrated into the technical content of each program of study. Teaching strategies will include linkages of career and technical education content and performance standards to the content required in their high school math, science, and communication classes. Instructional strategies will be modified based upon student needs to assure that all students understand the content being taught. Formative evaluations will be developed and administered to assure students are mastering the content being taught.

Professional development opportunities will be provided to instructors to assure they can identify different student learning styles and modify their teaching strategies to meet the needs of their students. Strategies will be developed and implemented to attract and retain students enrolled in career technical educational programs that lead to employment in occupations that have less than 25 percent of one gender. State of the art equipment in all programs will assure that students receive lab opportunities to apply the knowledge they are learning in the classroom. Effort will be made to assure students with special needs receive assistance in the form of tutors, note takers, translators, modified equipment and other related instructional materials.

- h. Kentucky career and technical education programs will prepare students, including special populations, who choose to enroll in career and technical education with academic and technical knowledge and skills that will enable them to continue their education in postsecondary education. Students will be prepared to enter into high-skill, high-wage, or high-demand occupations in current and emerging occupations.

Business and industry leaders will continue to play a vital role in advising the state and local educational agencies about the academic and occupational skills, higher-order reasoning and problem-solving skills, and employability skills needed in each current and emerging occupation. A state advisory committee as well as active local advisory committees will provide the guidance needed to keep programs current and in a position to meet the changing needs of business and industry.

Working relationships between secondary and postsecondary instructors will be strengthened as joint projects are utilized to develop curriculum and course materials that integrate academic and technical content. Applying technical content to solve academic problems will provide students with the opportunity to see how required academics can be used in everyday settings. Student performance standards will be established for both academic and technical content. Students will demonstrate their knowledge and skill in both applied classroom applications and formal course assessments.

Career and technical education students will be made aware of the programs that prepare them for high-skill, high-wage, or high-demand occupations and continuing education in a postsecondary institution through the following sources: career counselors at the high school and post secondary level, career and technical education instructors and administrators, career fairs, CTE open houses for students and parents, guest speakers from business and industry, mentors, job shadowing opportunities, various statewide websites relating to careers, America's Career Resource Network informational materials, and through local industry advisory councils.

These materials will be made available to students enrolled in the designated programs and to other students in the school who need to make a career choice. Teachers with input from respective advisory committees and program consultants will develop information and instructional content and strategies about the career opportunities in the occupational program as well as other occupations in the career cluster to enable the students to have a comprehensive knowledge of all aspects of the industry they are studying. These career information facts will be developed as the programs of study are developed and implemented. The career information facts will be available on the ILP and other state web sites. Each individual school will also physically post the fact sheet at the school and or on web sites. The web site posting of the fact sheet will be available to students and others in the community.

- i. Funds will be used to improve or develop new career and technical education courses.
- i. Funds will be used at the secondary level to assure that new career and technical education courses are aligned with rigorous and challenging

academic content and standards, and student academic achievement standards meet the requirements of Section 1111(b)(1) of the 1965 ESEA, as amended. All courses in the secondary career and technical education programs will be evaluated to identify the academic content and student academic standards of achievement that are inherent in performing the technical competencies and skills required for each occupation. Business and industry representatives will provide input to assure the rigor and relevance of the curriculum. Postsecondary institutions will be consulted or requested to assist in the development of the curriculum to assure a seamless transition into postsecondary education by students completing the secondary curriculum. Student academic standards will be reviewed on an ongoing basis. Integration activities will be developed with career and technical instructors in partnership with academic instructors. Professional development opportunities will be provided to assist instructors to use appropriate instructional methodologies. As new technologies are implemented in the workplace, new courses will be developed and implemented with Perkins funds. These new courses will include academic content with established students' standards that must be met.

The postsecondary institutions that serve secondary students will also comply with the above process and assure the content and student standards meet the requirements of Section 1111(b)(1).

- ii. Funds will also be used at the postsecondary level to improve or develop new career and technical education courses in specific programs to reflect the changes that have occurred in business and industry that require updated academic and technical knowledge and skills or new academic and technical knowledge and skills. The improvements and/or course developments will be based on a review of the programs of study, teaching content and standards of achievement for students, business and industry review of program content and student outcomes, and employer follow-up that identifies programs that prepared students for employment and programs that need revisions.

In order to assure successful transition to postsecondary education or the workforce, the secondary and postsecondary curriculum must consist of progressive, non-duplicative course sequences. This will help to ensure that secondary students will be prepared for successful transition into postsecondary education or work. Secondary and postsecondary teachers must collaborate during the school term to affirm the instruction is relevant, integration is occurring, and career guidance is being provided.

- iii. Perkins funds will be used to improve or develop new career and technical education courses for specific programs that lead to employment that is in high skill, high wage, or high demand occupations or professions. Employment projection data and business and industry advisory

committee input will guide program development and revisions. This will assure Kentucky career and technical education is producing qualified employees for the high skill, high wage, or high demand occupations needed in business and industry.

- j. The eligible agency will facilitate and coordinate communications on best practices among successful recipients of technical program grants under Title II and Title I eligible recipients to improve program quality and student achievement. Based upon observations of Tech Prep best practices at the secondary and post-secondary level, the state Tech Prep director will identify specific schools with tech prep programs, model tech prep programs in those schools, and representatives from those successful secondary and postsecondary career and technical education Tech Prep programs to form an advisory committee. The advisory committee will develop criteria for best practices found to have improved program quality and student achievement. Programs in schools that have been successful will be identified and publicized as model programs for other eligible recipients to implement the successful practices.

The criteria to identify best practices will be distributed to all schools with career and technical education programs and posted on eligible agency website. School leadership will be encouraged to use the information to review their local programs and select strategies to implement program improvement. Technical assistance will be provided by the state Tech Prep office and by teachers identified as a teacher of best practices. A mentoring program for new Tech Prep participants will be provided. Best practices will be shared at state wide career and technical education meetings. Outstanding programs and teachers will be recognized.

- k. Funds will be used to effectively link academic and career and technical education at the secondary and postsecondary levels in a manner that increases student academic and career and technical achievement. Each school will implement at least one program of study during each year of the Perkins reauthorization. The program of study must include the following elements: coherent and rigorous technical content aligned with challenging academic standards; a coordinated, non-duplicative progression of courses aligning secondary with postsecondary education; courses that adequately prepare students to succeed in postsecondary education; lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree; and lead to a high skill, high wage, or high demand occupation or profession. The program of study must incorporate secondary and postsecondary education elements, and may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs, articulation agreements or other ways to acquire postsecondary education credits. The provision of dual or concurrent enrollment, formal articulation agreements, or other ways to acquire

postsecondary education credits for secondary students is strongly encouraged.

Funds will be used to jointly revise or develop curriculum. The revision or development process will include secondary and postsecondary career and technical education teachers, related academic teachers, and representatives from business and industry. All content and student standards must be approved by appropriate business and industry representatives. The curriculum must incorporate academic skills into the technical content, and follow a seamless non-duplicative progression of courses allowing students to smoothly transition into postsecondary education, the military or the workforce. During the development of the curriculum content, a relationship will be built with the academic teachers. Applied academics instructional practices may be utilized within the academic classes which are a part of the career technical education sequence of courses.

Technical assessments will be phased in as programs of study are developed and implemented. Formative evaluation results will be used to assess whether or not the students have mastered the materials covered in a specified period of time. The evaluations will also assist in determining whether alternative instructional strategies should be implemented to enable students to meet or exceed the established standards in the programs of study. Effective teaching strategies will be suggested for implementing the new or revised course content for student achievement to increase. Various teaching strategies tailored to learning styles will enable more students to be successful and will address the learning needs of students from special populations. Both secondary and postsecondary schools that partner in the programs of study will use their allocated funds to pay expenses related to development or revision of curriculum and assessments.

- I. The integration and alignment of coherent and rigorous technical content with challenging academic content and standards will be reported by identifying the number of programs of study with curricula that identifies task lists that integrates academics into the technical content. As curricula are revised or developed, task lists that integrate and align academics into technical content will be included in the updating process. Professional development for technical teachers and academic teachers will be held to develop instructional materials and strategies related to the task lists to more effectively integrate academics into technical content for use in the classrooms. Curricula/program consultants will monitor the implementation of the integration of academics into technical education and changes in students' achievement. The integration process is based upon the academics that are embedded in technical education content and relevance to students. [Sec. 122c(1)(A-L)]

3. Comprehensive professional development is provided for career and technical

education teachers, faculty, administrators, and career guidance and academic counselors.

- (a) The integration of coherent and rigorous academic content standards into career and technical education curricula is and has been an integral component of developing and/or revising career and technical education curricula. Applied academics have always been a component of career and technical education. Curricula is developed and/or revised with input from appropriate business and industry representatives, secondary and postsecondary career and technical education teachers, program consultants, and individuals from instructional effectiveness. Academic teachers (math, science, and English) will be invited and encouraged to be team members. Initial activities to include academic teacher input and participation in developing lesson plans and instructional activities were begun in FY 07 with math teachers, health science teachers, and auto technology teachers. Career and technical education teachers taught the lessons. Both the math and technical teachers used the team developed instructional activities in their individual classrooms. The teachers involved in this activity reported that the career and technical education students' work improved. In addition, math and construction teachers team together to teach geometry needed in construction. A mini project called relevant instruction also was conducted to allow career and technical education teachers to work with an English, math, or science teacher. The purpose was to make the instruction more relevant to the student—to help the students understand the relationship between their academic classes and their career and technical education classes in their chosen career field. Kentucky will continue to provide professional development activities for teachers, faculty, administrators, and counselors that focus on improved and more relevant integration of academics with career and technical education. This includes making secondary and postsecondary academic teachers and career and technical education teachers aware of the embedded applied academics inherent in career and technical education.

The development of curriculum will be a joint effort between secondary and postsecondary career and technical education. Teachers involved in the development of curriculum will be participating in professional development activities. Workshops will be held to enable teachers to implement the new or revised curriculum. During the workshops, the integration of academics will be taught as an integral part of the professional development.

- (b) Efforts to increase the percentage of teachers that meet teacher certification or licensing requirements include the following activities. The Office of Career and Technical Education will facilitate meetings with representatives from the Kentucky Department of Education, the Community and Technical College System, and the Universities. The purpose of these meetings is to identify the areas of critical need for both secondary and postsecondary teachers to meet certification and/or licensing requirements. Based on the outcomes of these meetings, strategies to assist teachers to meet the certification or licensing requirements will be

implemented. Activities to assist teachers coming from business and industry are on-going. These activities include The New Teacher Institute. New teachers from business and industry participate in a five day instructional workshop to enable them to develop lesson plans, identify instructional activities for students, and at the end to teach a lesson to their colleagues. Teacher educators participate in the instructional process and provide follow-up with the teachers during their first year in the classroom. A two-day follow-up occurs later in the year to answer any questions the new teachers may have. The new teachers receive college credit for the New Teacher Institute that counts toward their certification requirements.

The Education Professional Standards Board requires all new teachers to serve as an intern. During the internship, the new teachers document how well they are meeting the professional standards. Interns must be computer literate to document how well they meet the professional standards. Many of the teachers coming from business and industry are not computer literate. To assist these new teachers, computer literacy classes will be taught to enable them to document their accomplishments.

New teachers with four-year degrees who are teaching in their first, second, or third year have an opportunity to attend a new teacher academy. This new teacher academy was initiated because new teachers identified instructional areas and student populations they felt unprepared to teach. Workshops for this group of teachers will include sessions on lesson planning, time management, extra duties outside the classroom, management, teaching to educational needs of students and enabling students from special populations to be successful, and time to evaluate the instructional process and the success of the students. These workshops will meet the needs of new teachers and encourage them to stay in the teaching field.

Many teachers especially in the health field are required to have a state license. These teachers must go through a re-licensure process. Many other teachers have national and state business and industry certifications and many programs also are certified by a national and/or state industry certification. Teachers are encouraged to keep their certification and their program certification current. Many of the professional development activities include the training needed to keep the teachers current with what is happening in the industry.

- (c) Career and technical education professional development for teachers is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers. All career and technical education teachers are required to stay current with the knowledge and skills (technical and academic) needed for employment in their career area. The state system of area technology centers require all teachers to be certified by the appropriate national or state industry certification body, if available.

Technical update training is provided for teachers each year and teachers may use local funds for continuation of the technical updates or other pertinent professional development. Each program is required to have an advisory committee composed of business and industry representatives from the appropriate occupational area. The purpose is to keep the teacher and program current with the requirements and needs of business and industry.

Teachers who serve on curriculum revision or curriculum development committees learn as they contribute to the new knowledge and skills that are to be added to the program. Once the revised or new curriculum is approved, teachers from that program participate in professional development activities to learn the new content, applications, and methods for teaching the new content.

- (d) Applied learning that contributes to the academic and technical knowledge of students enrolled in career and technical education is the heart of career and technical education. Applied learning that enables students to demonstrate their knowledge and skills begins with the curriculum, lesson plans, and relevant instructional activities that keep students involved in active learning. The academics embedded in all career and technical education provides opportunities for career and technical education teachers and academic teachers to collaborate. This collaboration includes identifying the embedded academics in the career and technical education curriculum that is also taught by academic teachers in general education courses. Once the identification process is completed, the teachers will be encouraged to develop and implement lesson plans and learning activities that may be used in both career and technical education classes and the academic classes. Career and technical education students who are enrolled in the academic class will see the relationship between the two classes. This collaboration between career and technical education teachers and academic teachers has begun at the secondary level and at least one postsecondary program. Both secondary and postsecondary career and technical education teachers and administrators will be encouraged to develop this collaborative effort.
- (e) Professional development activities provide teachers with the knowledge and skills to work with and improve instruction for special populations. The career and technical education teacher education programs at the universities include a segment on working with and improving instruction for special populations. The New Teachers Institute also include an introduction to working with special populations in the initial five-day programs for teachers coming directly from business and industry. This institute is to prepare teachers from business and industry for their first experience in the classroom. New Teacher Academy is held for teachers who have been in the classroom from one to three years. These teachers specifically asked for and received additional assistance for enabling students from special populations to be as successful as all other students. This Academy continues to serve new teachers. The summer conference has a variety of sessions on meeting the needs of students who come from special populations.

In addition, workshops are held for teachers who have students from special populations in their programs. These workshops included strategies for working with students with disabilities.

When lesson plans are developed, a space in the lesson plan format is left for the teacher to make notes about any adaptations/accommodations they need to make for a student with a special need. When teachers are trained to use the lesson plans, suggestions about what to include in the space are made. Individual technical assistance is available to any career and technical education teacher.

- (f) Promotes the integration of professional development activities under the Elementary and Secondary Education Act of 1965 as amended and the Higher Education Act of 1965, as amended. Eligible recipients are encouraged to participate in appropriate professional development activities. These activities are authorized by the Elementary and Secondary Education Act of 1965, as amended, and the Higher Education Act of 1965, as amended. These include activities such as improving academic attainment, more effective instruction, working with special populations, using learning modalities of students to improve instruction, and using technology as a teaching tool. [Sec. 122(c)(2)(A)-(G)]

4. The Eligible Agency and eligible recipients will make efforts to improve—

- (a) Recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors. This will include individuals in groups underrepresented in the career and technical education teaching profession. Other recruiting activities include participating in college career fairs to speak to students looking for employment upon graduation and speaking to students who are preparing to teach career and technical education.

Efforts to improve the retention of career and technical education teachers include providing one-on-one technical assistance as well professional development activities that address teacher issues. The agencies and/or local institutions will be encouraged to follow local policies and procedures related to new teacher orientation and identification of a mentor. An example of addressing teacher issues is the New Teacher Academy.

- (b) Career and technical education teachers who come directly to the classroom from business and industry, large and small businesses, are assisted with the transition to the classroom. A New Teachers Institute for new teachers directly from business and industry is held at least twice a year. When possible, the Institute is held prior to the teachers going into the classroom. Teachers learn to do lesson plans and demonstrate to their colleagues how to teach. The primary purpose of this initial institute is how to teach in an educational setting. Program specialists visit the new teachers early in the year to assist using the curriculum and preparing lesson plans, classroom management etc. Teacher educators also visit these new teachers to assist with classroom issues and help

them complete the steps necessary to get the required certification. An introduction to computers will be provided for new teachers from business and industry to facilitate complying with the requirements of the Education Professional Standards Board. It will also help the teachers to create learning/instructional activities for students, do recordkeeping, and develop assessments. [Sec.122(c)(2)(A)-(G)]

5. The eligible agency and the eligible recipients will make efforts to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. The programs of study and articulation agreements will be the methods of improving the process to facilitate the transition from sub-baccalaureate programs to baccalaureate degree programs. All institutions will agree to use the same name for the program of study, agree to the career pathways within each program of study, and identify the sequence of courses with content that builds upon the previous course. The exit points (from secondary up to a baccalaureate degree) will be identified so students who choose to pursue baccalaureate degrees and above may continue their education. These exit points would also include industry certifications and promote life long learning for all students. The next step involves the appropriate teachers (secondary and postsecondary) working as a team to develop the curriculum, instructional materials, standards and levels of achievement for students. When the content for each exit point is identified, secondary and postsecondary teachers work together to assure the secondary/postsecondary program content is progressive and relevant. Secondary and postsecondary teachers working as a team enable the students who choose to continue from secondary programs through the baccalaureate programs have a smooth transition and receive credit for the work completed. [Sec 122(c)(4)]
6. Parent, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations will be involved in the planning, development, and evaluation of career and technical education programs in Kentucky. An advisory committee with representatives from these groups of individuals participated in the development of the Kentucky Transition State Plan for FY 08 and the Five-Year State Plan. All career and technical education programs have advisory committees with members from business and industry. Teachers and school administrators attend these meetings as well. Usually an advisory committee member is a parent. Kentucky has a statewide advisory committee with membership from business and industry to provide advice on the programs offered, programs that should be offered, and assist in defining quality programs. Teachers are involved in curriculum development and revision, identifying improvements that are needed for programs,
7. The Eligible Agency and the eligible recipients will make efforts to:

- (a) Strengthen academic and technical skills of students participating in career and technical education by strengthening the academic and career and technical components of the program through integration of academics with career and technical education to ensure learning in:
- (i) Core academic content (section 9101 of the Elementary and Secondary Education Act of 1965, as amended) is integrated into each career and technical education secondary program curriculum. The application of academics within a technical hands-on experience enables students to see the relevance of academics to areas of their interests. The secondary courses taught in state operated area technology centers are the beginning courses in the curricula taught at the postsecondary level in the community and technical college system.

The Kentucky Department of Education, Division of Career and Technical Education, posts the Program of Study for each program area, i.e. Agriculture. The Kentucky Department of Education Program of Study lists the sequence of courses and identifies exit points. The Kentucky Department of Education Program of Study is posted on the Kentucky Department of Education web page.

Academics are embedded in all career and technical education program curricula and in the application of technical knowledge and skills the students perform. The integration projects—Math and Career and Technical Education, Relevant Instruction, and interdisciplinary courses like carpentry and algebra—will continue to be the models to encourage career and technical education teachers to collaborate with academic teachers. The results of these collaborations resulted in the development of lesson plans and instructional activities that are based on the academics embedded in the career and technical education curriculum.

The career and technical education teacher uses the lesson plans and instructional activities in class. The academic teacher is encouraged to use the same lesson plans and instructional activities in the academic class. This collaboration resulted in both teachers seeing the connection between CTE and pertinent academics and the students realizing that the academic requirements have relevance to them. Integration of academics with career and technical education activities will be a component of the professional development for teachers and teacher educators. Program/curriculum specialists will also work with teachers to improve the level of identifying the embedded academics that are inherent in career and technical education content.

- ii. Students participating in career and technical education subjects (programs) improve their academic and technical skills through a sequence of courses that build upon the knowledge and skills learned in the previous courses. The knowledge and skills in the sequence of courses require applied academics to achieve technical competencies needed to meet industry requirements and to

continue education—life long learning.

The academic and career and technical components of career and technical education programs are strengthened through the integration of academics with career and technical education by (1) revising the curriculum to meet industry requirements, (2) adding a new course to a program, (3) revising a course, (4) professional development for teachers to be more effective in teaching the applied academics required in the technical content and making students aware that they are using academics from their general education courses, (5) professional development for teachers to learn and incorporate the changes in the curriculum, and (6) business and industry input into curriculum development/revision and validation of curriculum standards and levels of achievement.

- (b) Students enrolled in career and technical education are provided a strong experience in, and understanding of, all aspects of an industry in a variety of activities. The activities include field trips to specific businesses and/or industries, career fairs in specific business/industry such as construction, business and industry representatives speaking to students in the classroom about the knowledge and skills employees must have, student participation in work based learning activities such as supervised cooperative education placement (on-the-job work experience related to students' educational objective), laboratory and clinical experiences for students in different areas of the occupation, using simulators/virtual tours in lab classes, and student participation in student organizations' activities. Other classroom activities include instructional videos, interactive software, and occupational information web sites such as the Occupational Outlook Handbook at <http://www.bls.gov/oco/>, Career Voyages at <http://www.careervoyages.gov/>, and the Kentucky Office of Employment and Training at <http://www.workforcekentucky.ky.gov/>.
- (c) Secondary and postsecondary students participating in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. Both secondary and postsecondary institutions that offer career and technical education programs have required academics students must take and pass to receive either a high school diploma or a postsecondary education associate degree, diploma, or certificate. All students must take the required academic classes and pass those courses. The academic core content standards are the same for all students. Academic requirements are established by the Kentucky Department of Education and Council on Postsecondary Education. Career and technical education teachers are responsible for the applied academics that are embedded in the career and technical education curriculum/program of study. The applied academics are taught within the context of the task or competency (skills) to be completed to reach a specific outcome that is relevant to the students' interests. The applied academics embedded in the career and technical education program content and the application of using English, math and science to reach a technical competency in the program of choice enable students to see why academic courses are

necessary and contributes to career and technical education students being taught the same challenging academic proficiencies. When students begin to see the link between their academic classes and their career and technical education classes, their academic attainment improves.

The success of the Math and Career and Technical Education, interdisciplinary courses (carpentry and algebra) and Relevant Instruction projects demonstrated that the collaboration of career and technical education teachers and academic teachers benefited students' academic achievement. These models will be used to encourage all career and technical education teachers to collaborate with their academic colleagues to improve students' academic achievement.

To continue the focus on the integration of academics with career and technical education content, eligible recipients will be required to use 10 percent of the funds allocated to them by formula for integrating academics into career and technical education. Each lesson plan will include academic integration instructional activities that require students to recognize and use academics to complete a technical task and/or competency. The funding will encourage the collaboration of career and technical education teachers and academic teachers and the inclusion of applied academics in the lesson plans of career and technical education teachers. This will benefit all students enrolled in secondary and postsecondary career and technical education.

8. Local Technical Assistance. The eligible agency will provide technical assistance to local educational agencies, area career and technical education schools, and eligible institutions in Kentucky. The type of assistance needed by each school will determine the type of assistance provided and its method of delivery. Current methods of technical assistance will be reviewed and evaluated and changes made to impact their effectiveness and efficiency. Public meetings will be held to educate career and technical education teachers, counselors, and administrators about the requirements of the legislation. A Perkins website will be updated to include information about all aspects of the legislation including the performance indicators, data collection requirements, timelines for submission of data, best practices, and non-traditional enrollment and completion strategies for improvement. The eligible agency will monitor school progress on the accountability goals through the Technical Education Data System. Summary reports by school will be run monthly. Any school not meeting required deadlines for data entry or not meeting an accountability goal after data is entered will be contacted and assistance will be provided. An on site technical assistance visit will be scheduled if problems persist and data is not maintained or accountability goals are not met. Academic/curriculum specialists will be provided with Perkins data by program and asked to assist schools develop specific strategies for program improvement and monitor their progress. Personnel from the eligible recipient schools may call the eligible agency with any question they have regarding Perkins IV requirements. [Section 122(c)(15)]

9. Kentucky career and technical education offers 160 (FY 07) different programs in high schools, area technology centers, community and technical colleges (associate degree, diploma, or certificate), and universities with associate degree programs. The eligible recipients offer 2,810 career and technical education programs for secondary and postsecondary students. Many of these programs prepare students for the top 20 occupations with the most annual job openings and the twenty fastest growing occupations that require at least an associate degree or postsecondary training. Other programs fall under the categories of occupations generally requiring work in a related occupation or long-term on-the-job-training, occupations requiring work experience in a related occupation or moderate-term on-the-job training, and work experience in a related occupation or short-term on-the-job training. The top twenty occupations with most job openings and the top twenty fastest growing occupations in Kentucky are listed on the following pages and the occupations that match the career and technical education program offerings are highlighted.

**TWENTY KENTUCKY OCCUPATIONS—MOST JOB OPENINGS REQUIRING
AN ASSOCIATE DEGREE OR POSTSECONDARY VOCATIONAL TRAINING**

2005 Average Wage	Annual Job Openings 2004-2014	Occupational Title
\$24.07	1,729	Registered Nurses
\$9.78	889	Nursing Aides, Orderlies & Attendants
\$15.83	404	Licensed Practical & Licensed Vocational Nurses
\$14.77	367	Automotive Service Technicians & Mechanics
\$10.52	254	Hairdressers, Hairstylists & Cosmetologists
\$13.56	209	Preschool Teachers, Excl. Special Education
\$16.74	205	Real Estate Sales Agents
\$15.75	190	Bus & Truck Mechanics & Diesel Eng. Specialists
\$17.82	184	Computer Support Specialists
\$20.10	138	Radiologic Technologists & Technicians
\$16.17	135	Paralegals and Legal Assistants
\$17.83	123	Mobile Heavy Equipment Mechanics excluding Engines
\$11.21	110	Emergency Medical Technicians & Paramedics
\$13.19	97	Medical Records & Health Info. Technician
\$15.14	94	Legal Secretaries
\$11.80	94	Medical Secretaries
\$19.64	85	Respiratory Therapists
\$13.25	78	Medical Transcriptionists
\$21.15	70	Electrical and Electronic Engineering Technicians
\$23.02	67	Dental Hygienists

**TWENTY FASTEST GROWING OCCUPATIONS GENERALLY REQUIRING AN
ASSOCIATE' DEGREE OR POSTSECONDARY VOCATIONAL TRAINING**

2005 Average Wage	Growth Rate 2004-2014	Occupational Title
\$18.65	40.6%	Physical Therapist Assistants
\$10.78	39.2%	Veterinary Technologists and Technicians
\$23.02	36.5%	Dental Hygienists
\$16.17	33.2%	Paralegals and Legal Assistants
\$12.24	30.8%	Massage Therapists
\$13.56	29.4%	Preschool Teachers, Excluding Special Education
\$10.52	24.8%	Hairdressers, Hairstylists, & Cosmetologists
\$24.07	24.0%	Registered Nurses
\$21.03	23.3%	Industrial Engineering Technicians
\$11.33	22.7%	Fitness Trainers and Aerobics Instructors
\$23.74	22.7%	Healthcare Practitioners & Technical Workers, Other
\$17.71	22.6%	Medical Equipment Repairers
\$13.19	21.9%	Medical Records & Health Information Technicians
\$19.64	21.7%	Respiratory Therapists
\$15.57	21.0%	Surgical Technologists
\$17.82	21.0%	Computer Support Specialists
\$13.25	20.4%	Medical Transcriptionists
\$9.78	20.2%	Nursing Aides, Orderlies & Attendants
\$15.14	19.2%	Legal Secretaries
\$20.10	18.8%	Radiologic Technologists & Technicians

TWENTY KENTUCKY OCCUPATIONS WITH MOST ANNUAL JOB OPENINGS
GENERALLY REQUIRING WORK EXPERIENCE IN RELATED OCCUPATION OR
LONG-TERM ON-THE-JOB TRAINING

2005 Average Wage	Number of Job Openings	Name of Occupation
\$15.23	780	Managers of Retail Sales Workers
\$11.65	588	Managers of Food Preparation & Serving Workers
\$8.96	533	Cooks, Restaurant
\$18.68	530	Managers of Office & Administration Support Workers
\$16.22	487	Carpenters
\$23.43	400	Managers of Construction Trades & Operating Workers
\$22.70	367	Managers of Production & Operating Workers
\$23.23	325	Managers of Mechanics, Installers and Repairers
\$17.83	283	Food Service Managers
\$16.66	260	Police and Sheriff's Patrol Officers
\$14.75	258	Welders, Cutters, Solderers and Brazers
\$35.20	253	Managers, All Other
\$20.33	253	Electricians
\$25.52	207	Managers of Non-Retail Sales Workers
\$20.03	206	Plumbers, Pipefitters, and Steamfitters
\$13.47	199	Fire Fighters
\$19.69	170	Industrial Machinery Mechanics
\$12.01	160	Managers of Housekeeping and Janitorial Workers
\$16.23	155	Machinists
\$21.61	148	Managers of Transportation, Material-Moving and Vehicle

TWENTY FASTEST GROWING KENTUCKY OCCUPATIONS GENERALLY
REQUIRING WORK EXPERIENCE IN A RELATED OCCUPATION OR LONG-TERM
ON-THE-JOB TRAINING

2005 Average Wage	Growth Rate 2002-2014	Occupation Title
\$13.47	30.5%	Fire Fighter
\$11.86	29.1%	Photographers
\$20.48	27.7%	Managers of Fire Fighting & Prevention Workers
\$13.30	23.6%	Managers of Personal Service Workers
\$15.70	23.6%	Managers of Landscaping, Lawn & Grounds Workers
\$17.83	23.2%	Food Service Managers
\$22.77	23.0%	Claims Adjusters, Examiners & Investigators
\$8.96	22.3%	Cooks, Restaurant
\$16.22	21.9%	Carpenters
\$19.60	21.3%	Construction & Building Inspectors
\$11.51	20.7%	Cabinetmakers and Bench Carpenters
\$23.21	20.3%	Cost Estimators
\$12.71	20.3%	Chefs and Head Cooks
\$11.65	19.8%	Managers of Food Preparation & Serving Workers
n/a	19.7%	Coaches and Scouts
\$25.35	19.7%	Managers of Police Detectives
\$21.61	19.0%	Managers of Transportation, Material-Moving & Vehicle Operations
\$16.66	19.0%	Police and Sheriff's Patrol Officers
\$16.34	18.9%	Crane and Tower Operators
\$15.21	18.5%	Water & Liquid Waste Treatment Plant & Systems Operators

TWENTY KENTUCKY OCCUPATIONS WITH THE MOST ANNUAL JOB OPENINGS
GENERALLY REQUIRING WORK EXPERIENCE IN A RELATED OCCUPATION OR
MODERATE-TERM ON-THE-JOB TRAINING

2005 Average Wage	Annual Job Openings	Occupational Title
\$14.39	1,262	Team Assemblers
\$15.89	1,125	Truck Drivers, Heavy & Tractor-Trailer
\$12.84	971	Customer Service Representatives
\$24.64	691	Sales Representatives, Wholesale & Manufacturing, excluding Tech and Sci
\$15.46	642	Maintenance & Repair Workers, General
\$15.40	602	Executive Secretaries & Administrative Assistants
\$13.14	510	Bookkeeping, Accounting & Auditing Clerks
\$16.49	500	Operating Engineers & Other Construction Equipment Operators
\$11.34	453	Secretaries, excluding Legal, Medical & Executive
\$9.16	351	Cooks, Institution & Cafeteria
\$11.35	338	Medical Assistants
\$12.70	244	Dental Assistants
\$14.95	239	Inspector, Tester, Sorter, Sampler & Weigher
\$12.60	238	Construction Laborers
\$12.60	207	Billing and Posting Clerks & Machine Operators
\$32.48	190	Sales Representatives, Wholesale & Manufacturing, Tech & Sci.
\$12.64	183	Correctional Officers & Jailers
\$10.82	182	Pharmacy Technicians
\$11.26	181	Social and Human Service Assistants
\$13.90	178	Painters, Construction & Maintenance

TWENTY FASTEST GROWING KENTUCKY OCCUPATIONS GENERALLY
REQUIRING WORK EXPERIENCE IN A RELATED OCCUPATION OR MODERATE-
TERM ON-THE JOB TRAINING

2005 Average Wage	Growth Rate, 2004-2014	Occupational Title
\$11.35	37.8%	Medical Assistants
\$12.70	36.0%	Dental Assistants
\$9.97	31.4%	Residential Advisors
\$11.26	29.2%	Social and Human Service Assistants
\$17.76	28.4%	Continuous Mining Machine Operators
\$13.62	27.1%	Animal Trainers
\$13.90	26.7%	Painters, Construction and Maintenance
\$11.43	21.7%	Highway Maintenance Workers
\$12.84	23.8%	Customer Service Representatives
\$14.78	23.0%	Roofers
\$14.20	21.7%	Paving, Surfacing & Tamping Equipment Operators
\$16.49	21.3%	Operating Engineers & Other Construction Equipment Operators
\$10.82	21.0%	Pharmacy Technicians
\$16.45	20.9%	Pipelayers
\$14.74	20.5%	Earth Drillers, Excluding Oil and Gas
\$10.67	19.7%	Outdoor Power Equipment & Other Small Eng. Mech
\$15.89	19.6%	Truck Drivers, Heavy and Tractor-Trailer
\$15.93	19.5%	Extraction Workers, All Others
\$19.46	19.1%	Drywall and Ceiling Tile Installers
\$15.72	18.6%	Excavating & Leading Machine & Dragline Operators

TWENTY KENTUCKY OCCUPATIONS WITH THE MOST ANNUAL JOB OPENINGS
GENERALLY REQUIRING WORK EXPERIENCE IN A RELATED OCCUPATION OR
SHORT-TERM ON-THE-JOB TRAINING

2005 Average Wage	Annual Job Openings 2004-2014	Occupational Title
\$10.01	3,128	Retail Salespersons
\$7.64	2,611	Cashiers
\$6.79	2,351	Combined Food Preparation & Service Workers
\$6.59	2,049	Waiters and Waitresses
\$10.90	1,535	Laborers—Freight, Stock & Materials Movers—Hand
\$8.85	1,089	Janitors & Cleaners, Excluding Maids & Housekeeping
\$10.77	924	Stock Clerks and Order Fillers
\$7.65	854	Child Care Workers
\$10.83	757	Office Clerks, General
\$10.18	658	Receptionists & Information Clerks
\$6.96	623	Cooks, Fast Food
\$11.76	605	Teacher Assistants
\$10.21	481	Landscaping & Groundskeeping Workers
\$8.00	480	Maids & Housekeeping Cleaners
\$8.46	467	Food Preparation Workers
\$10.07	462	Tellers
\$12.58	455	Truck Drivers, Light or Delivery
\$13.92	455	Industrial Truck and Tractor Operators
\$11.32	373	Helpers—Production Workers
\$9.94	371	Farmworkers & Laborers, Crop, Nursey

TWENTY FASTEST GROWING KENTUCKY OCCUPATIONS GENERALLY
REQUIRING WORK EXPERIENCE IN A RELATED OCCUPATION OR SHORT-TERM
ON-THE-JOB TRAINING

2005 Average Wage	Growth Rate 2004-2014	Occupational Title
\$10.58	32.9%	Physical Therapist Aides
\$7.97	31.8%	Personal and Home Care Aides
\$8.93	31.2%	Taxi Drivers and Chauffeurs
\$9.50	29.3%	Home Health Aides
\$7.66	28.0%	Funeral Attendants
\$9.09	25.4%	Veterinary Assistant & Laboratory Animal Caretakers
\$11.37	25.0%	Interviewers, Excluding Eligibility and Loan
\$7.65	24.2%	Child Care Workers
\$7.42	23.5%	Hosts and Hostesses, Restaurant & Lounge
\$9.08	23.2%	Nonfarm Animal Caretakers
\$12.85	22.5%	Bill and Account Collectors
\$6.59	22.4%	Waiters and Waitresses
\$12.58	21.9%	Truck Drivers, Light or Delivery Services
\$7.50	21.0%	Dishwashers
\$7.39	19.9%	Counter Attendants, Cafeteria & Food Concession
\$10.21	19.5%	Landscaping & Groundskeeping Workers
\$8.85	19.4%	Janitors & Cleaners, Excluding Maids & Housekeeping
\$7.11	19.2%	Dining Room, Cafeteria Attendants & Bartender Help
\$11.76	18.9%	Teacher Assistants
\$6.96	18.4%	Cooks, Fast Food

TWENTY KENTUCKY OCCUPATIONS LOSING THE LARGEST NUMBER OF JOBS
BETWEEN 2004 AND 2014

2005 Average Wage	Job Decline	Occupational Title
\$9.31	-4,192	Sewing Machine Operators
n/a	-3,715	Farmers and Ranchers
\$10.77	-2,812	Stock Clerks and Order Fillers
\$9.94	-1,382	Farmworkers & Laborers, Crop, Nursery
\$11.34	1,108	Secretaries, Excluding Legal, Medical, & Executive
\$10.06	-1,026	File Clerks
\$12.60	-834	Cut, Punch & Press Mach Setter, Op. & Tender
\$12.13	-672	Order Clerks
\$11.30	-552	Machine Feeders and Offbearers
\$15.01	-457	Information and Record Clerks, All Other
\$12.76	-441	Meter Readers, Utilities
\$15.25	-379	Extruding & Drawing Mach. Setter, Op. & Tender
\$16.30	-378	Computer Operators
\$13.15	-371	Telephone Operators
\$13.92	-322	Electrical & Electronic Equipment Assemblers
\$11.02	-288	Telemarketers
\$10.59	-250	Switchboard Operators
\$12.98	-244	Parts Salesperson
\$13.05	-234	Packaging & Filling Mach. Ops & Tenders
\$22.79	-218	Chemical Plant & Systems Operators

TWENTY FASTEST DECLINING KENTUCKY OCCUPATIONS BETWEEN 2004 AND
2014

2005 Average Wage	Percent Job Decline 2004-2014	Occupational Title
\$10.44	-62.4%	Textile Knitting & Weaving Mach. Setters, Ops
\$9.31	-48.8%	Sewing Machine Operators
\$12.76	-43.5%	Meter Readers, Utilities
\$14.82	-41.1%	Credit Authorizers, Checkers & Clerks
\$10.06	-39.5%	File Clerks
\$13.15	-36.5%	Telephone Operators
\$16.30	-34.5%	Computer Operators
\$11.32	-30.2%	Textile Cutting Mach. Setters, Ops. & Tenders
\$9.05	-27.7%	Photographic Processing Machine Operators
\$14.20	-25.2%	Coil Winders, Tapers & Finishers
n/a	-21.8%	Computer Hardware Engineers
\$12.13	-21.6%	Order Clerks
\$24.95	-21.6%	Power Plant Operators
\$11.97	-21.2%	Office Machine Operators, Excluding Computer
\$13.92	-19.7%	Electrical & Electronic Equip. Assemblers
\$17.13	-17.2%	Shuttle Car Operators
\$11.86	-16.9%	Photographic Process Workers
\$12.50	-16.0%	Coin Vender & Amusement Mach. Service & Repair
\$12.66	-15.2%	Travel Agents
\$8.85	-15.1%	Parking Lot Attendants

Education Cabinet, Department for Workforce Investment
Office of Employment and Training

10. Joint planning and coordination of programs carried out under the Perkins legislation with other Federal education programs occurs in a variety of methods. The State Plan development includes an advisory committee from secondary education, post secondary education, business and industry, Office of Employment and Training, labor unions, trade associations, and guidance counselors. The representation of this group provides an avenue for sharing information that may be useful for joint planning and coordination of pertinent programs. Academic test scores for career and technical education students are provided to the Office of Career and Technical Education programmer so the test scores may be imported into the Technical Education Data System for academic accountability. Career and technical education teachers work with local school district personnel to make accommodations for students who have individual education plans or Section 504 work plans. Postsecondary institutions have disability coordinators to work with students who need accommodations in order to meet the academic and technical competencies required in the program in which they are enrolled. The disabilities coordinators also work with the Office of Vocational Rehabilitation. Information on secondary students who drop out of high school, but receive a GED is housed in the Office of Adult Education. A contact has been established to secure the accountability data needed to report secondary students who receive their GEDs.

Local eligible recipients are encouraged to participate in joint professional development activities funded with other federal funds when the activity is appropriate for their training needs. Career and technical education teachers, math teachers, English teachers, and science teachers have been and will continue to be encouraged to develop applied learning activities for use in the career and technical education programs to make the academic instruction more relevant to the students. The academic teachers are also encouraged to use those co-developed learning activities in the academic classroom for re-enforcing the application and enabling students to see the relevance of the academics. This includes secondary and postsecondary teachers.

Establishing articulation agreements between secondary and postsecondary career and technical education is ongoing between secondary and postsecondary career and technical education. There are councils and/or state committees such as the P-16 Council that focuses on education in Kentucky. The State Director serves on the State Dual Credit Committee, Kentucky SACS-CASI Committee, Base Closure and Realignment Commission (BRAC Committee), the New Teachers Institute Committee, and the Technical Upgrade Committee to represent career and technical education from a state perspective. There is a Kentucky Career and Technical Education University Coordinating Committee whose function is to review the teacher education programs in terms of what career and technical education teachers need to make them more effective teachers.

Routine communication occurs among the personnel in the Office of Career and Technical Education, the Division of Career and Technical Education in the Department of Education, and the community and technical college system.

Communication with the universities is primarily through the University Coordinating Committee members.

The state system of area technology centers and the Kentucky Community and Technical College System use the same beginning courses in the curriculum for career and technical education programs offered in both systems. This provides the opportunity for secondary students to participate in dual enrollment at the postsecondary institution without retaking the beginning technical courses in a program.

Kentucky has an Interagency Transition Council for Individuals with a disability or disabilities. This Council is composed of representatives from state agencies that provide services to individuals with disabilities. The Council meets on a quarterly basis to share which population the agency serves, how the populations are served, and barriers that impede making the services available. Sharing the information provides insight to other ways to assist persons with special needs. Pertinent information for a specific need is shared with Council members so that the members may provide the resource or use the resource to meet a special need. Representatives from the Office of Career and Technical Education, Department of Education, and the Kentucky Community and Technical College System are on this Council.

11. The Office of Employment Services, Office of Vocational Rehabilitation, Office for the Blind, Office of Training and Reemployment and the Office of Career and Technical Education are located in the Department of Workforce Investment in the Education Cabinet. The executive directors of these offices meet regularly with the Commissioner to discuss such common areas of responsibility and how they may collaborate in such initiatives such as Base Closure and Realignment Commission (BRAC). Each office has a role for preparing individuals or enabling individuals to work. The Kentucky Community and Technical College System and the Department for Adult Education and Literacy are linked to the Council on Postsecondary Education in the Education Cabinet. This organization structure contributes to the coordination among agencies and helps to avoid duplication of programs. Career and technical education programs' curricula are long term education and training programs rather than short-term training. The majority of the career and technical education programs provide the knowledge and skills needed for the top twenty high demand occupations and the top twenty fastest growth occupations.

Postsecondary eligible recipients of Perkins funds are eligible providers of training services for individuals who use the one-stop centers and decide to enroll in a career and technical education program offered at the institutions. These same postsecondary institutions are mandatory partners in the provision of one stop customer-friendly service delivery system required under the Workforce Investment Act and must be represented on the local Workforce Investment Board. Postsecondary eligible recipients of Perkins funds will provide in-kind services to

individuals who express an interest in enrolling in career and technical education. Descriptions of the available career and technical education programs, cost of attending the postsecondary institution, and how well each institution met its accountability requirements will be provided to the one-stop centers. Career counseling and access to counselors who assist students with disabilities will also be made available to the individuals who indicate an interest in enrolling in a career and technical education program. Perkins funds must be used to improve programs to benefit students who choose to enroll in career and technical education.

Each postsecondary institution may choose to apply to be a one-stop center. Individual sites that are chosen as a one-stop center will enter into a memorandum of agreement as prescribed in section 121(c) of the Workforce Investment Act.

The Office of Career and Technical Education will provide the Kentucky Workforce Investment Board with a list of secondary and postsecondary providers of career and technical education programs.

B. Other Department Requirements

1. Local Application. A copy of the required local application or plan for secondary and postsecondary eligible recipients is attached in Appendix A. The local application includes all the requirements in section 134(b) of the Act. This application was developed with input from representatives of the eligible recipients.
2. Governance Structure. The Kentucky Workforce Investment Board is the eligible agency for career and technical education. The executive director for the Office of Career and Technical Education has been delegated the authority to operate, supervise, and manage the implementation of the Perkins Act. An organizational chart is attached in Appendix B. Eligible recipients at the secondary and postsecondary level include 6 universities offering associate degrees; 16 community and technical colleges offering an associate degree, diploma or credential; 55 secondary area technology centers operated by the state; and 171 local school districts with programs in high schools or locally operated career and technical centers.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

A variety of strategies identified below will be utilized during the five year state plan to assist the special population students listed in Section 3(29) of the Act.

1. Program strategies for meeting the needs of special population students are identified below.
 - a. Equal Access. Students who meet the definition of one or more of the special populations identified in the Act have access to all career and technical education programs and the instructional activities that are assisted with Perkins funds. Career and technical education programs are available for all persons who desire to enroll in and complete a program of their choice. Classroom instruction will include a variety of instructional strategies and resources to facilitate the learning process for all students. Students representing special populations who need additional assistance or accommodations to the instructional process and instructional resources will be provided with reasonable accommodations to enable student success.
 - b. Non-discrimination. Students who are members of the special populations identified in the Perkins legislation will not be discriminated against on the basis of their status as members of special populations. The Methods of Administration Consultant will monitor programs to assure compliance with Federal civil rights statutes. Students who meet the special population definitions will be expected to meet the same academic and technical skill standards as all other students in their respective programs.
 - c. Success on Performance Measures and Preparation for Future Training. Special population students will be provided with instruction designed to enable them to meet or exceed state adjusted levels of performance. Disaggregated data will be reviewed to assist state and local administrators and instructors in determining the specific needs of each subcategory of students. Technical instructors will review individual student plans which identify instructional modifications to meet an educational need. Instructional strategies will be developed and appropriate assistance designed to enable special population students to meet performance goals. A combination of successful instructional techniques and career counseling will assist the students in preparing for further learning and for high-skill, high-wage, or high-demand occupations. Students who have other types of needs such as child care will be provided with contact information with other social service agencies to get the needed services. School personnel will develop a working relationship with social service agencies to help facilitate the students receiving the assistance they need. [Section 122(c)(9)(A)-(C).
2. Students enrolled in alternative education programs have access to career and technical education programs through at least three different settings. Some local school districts provide schools for students who need alternative education. These school settings are for teen parents, students with high absences and students who have violated the law. The Department for Juvenile Justice operates centers for students who have violated the law and are sent to the center by court order. Ten Youth Development

Centers offer career and technical education programs for the residents. The Office of Career and Technical Education supervises the career and technical education programs in terms of the curriculum taught and provides professional development for the teachers of these programs. The curriculum taught at the Youth Development Centers is the same curriculum taught at the state operated area technology centers. All centers but one offer programs in the construction industry. Business is offered at one center and that center plans to operate a horticulture program. At least one program is offered in each center. The construction programs are masonry, carpentry, and electricity. When students transfer to another center, they are able to re-enter the program at the point of completion from the previous center. The curriculum for all three of these programs have common basics that enable the student to start a new program at a higher level than the initial program. Students enrolled in alternative education programs may enroll in the state operated area technology centers. The process is the same process a student enrolled in the regular high school follows. [Sec. 122(c)(14)]

3. The top twenty occupations (projected to 2014) in Kentucky have been identified for high skill, high wage, and high demand. This includes occupations that require an associate degree or postsecondary education, occupations that require work experience in a related occupation or long-term on-the-job training, occupations that require work experience in a related occupation or moderate on-the-job training, and occupations that require work experience in a related occupation or short-term on-the-job training. The occupations that require an associate degree or postsecondary are identified as high wage. The occupations that require an associate degree or postsecondary education also include occupations that are the fastest growing and occupations with the most demand. The occupations that require (1) work experience in a related occupation or long-term on-the job training (2) work experience in a related occupation or moderate on-the-job training and (3) occupations that require work experience in a related occupation or short-term on-the-job training are identified by high demand and fastest growing. High wage is defined as the state average of all salaries in Kentucky. The state average is \$15.90. The fastest declining occupations and the occupations losing the largest number of jobs have also been identified. These charts are on page ____ of the five-year state plan. The career and technical education programs offered in Kentucky prepare students for a majority of the occupations listed in the top twenty fastest growing and most demand. Preparing for many of these occupations will lead to employment in occupations that employ 25 percent or less of one gender.

The funds set aside at the state level to promote nontraditional careers have been used to hold summer camps. Funding has also provided career information on occupations that are nontraditional to secondary students enrolled in career and technical education, to guidance counselors, and to parents of secondary students enrolled in career and technical education

programs. Posters of students enrolled in nontraditional programs and a CD of their stories were mailed to all institutions that offer career and technical education programs. A poster depicting the importance of mathematics in career and technical education was mailed to all institutions that offer career and technical education programs.

Each eligible recipient will be required to use ten percent of their funds to make students aware of the opportunities in careers that are nontraditional to gender. This will include the high wage and high skills that are associated with occupations that are nontraditional to gender. This will include visits to industries that employ individuals in occupations that make up 25 percent or less of one gender and bringing business and industry representatives to the classroom to discuss the job requirements, employment opportunities and career growth opportunities. These activities may be incorporated into the instructional program. Teachers will be encouraged to welcome all students and to provide a learning environment that is conducive for all students to learn and be successful.

Programs that prepare students for employment in occupations that employ 25 percent or less of one gender will be identified as nontraditional for each gender. The identification process will include those occupations that are high wage, high demand or high skill. A document that identifies the programs that prepare students for occupations nontraditional to their gender will be published as part of the policies and procedures. Each occupation that is high skill and high wage will be highlighted in the publication. The publication will be printed and mailed to each eligible recipient and will be posted on the web page of the appropriate state agencies. Schools will be encouraged to identify students who are following nontraditional occupational paths and ask them to be role models for other students and mentor students who have just enrolled in a nontraditional program. Students who are pursuing occupations that are nontraditional to their gender and will be or are involved in a work-based learning experience will be assigned a mentor, when possible, who is also employed in a nontraditional occupation.

Secondary students interested in attending an area technology center have an opportunity to visit the programs at the school and talk with the teachers and students enrolled in the programs. After secondary students enroll in career and technical education programs, students are taken on field trips to business and industry, and representatives from business and industry visit the classrooms to talk about the knowledge and skills needed in their industries.

An electronic Individual Learning Plan for students in grades 6 through 12 was implemented during the 07-08 school year. The Learning Plan is to be implemented by grade level up to 2012. Sixth grade students are the first group of students to participate in the developing their individual learning plan. Career exploration is one component of the learning plan. Students may

select the career cluster of interest or explore all career opportunities available in these clusters; review employment data, academic requirements, and develop a four year plan for high school and postsecondary options. When a career cluster is selected, students see a list of jobs included the cluster, skills needed to perform the jobs, and wages paid.

Each eligible recipient is required to explain in the local application for funding how funds will be used to prepare students from special populations and students enrolled in programs that lead to nontraditional employment for high skill, high wage, or high demand occupations. Programs that enable students to be employed in high skill, high wage, or high demand occupations will be identified. The enrollment data, program completion, and placement of students from special populations and students enrolled in programs that lead to nontraditional occupations will be used to look for trends of improvement in high skill, high wage, or high demand occupations.

4. The one percent funds set aside for individuals in state institutions will be used to improve instruction in career and technical education programs located in correctional facilities and in facilities that serve students with hearing impairments. The major portion of the funds will go to correctional facilities serving adults. The remaining funds will go to youth development centers serving juveniles and for the Kentucky School for the Deaf. Teachers from these institutions may participate in state wide professional development activities, curriculum development and technical up-date training. [Sec. 122 (c)(19)]
5. Each eligible recipient (local boards and postsecondary institutions offering career and technical education programs) will describe in the local application the steps they will take to ensure equitable access to, and participation in federally-assisted career and technical education programs for students, teachers, and other program beneficiaries with special needs as contained in section 427 (b) of the General Education Provisions Act. Special needs in context of Section 427 means gender, race, national origin, color, disability or age. This description will include such activities as professional development activities for teachers to use a variety of teaching strategies to meet the various learning needs of students, to provide materials for English language learners or Braille for students with vision impairment, and to encourage students to consider occupations that are nontraditional to their gender. Business and industry representatives serve on program advisory committees. The purpose of their service is to provide technical assistance to keep programs current with the knowledge and skill needed for particular occupations. Eligible recipients must assure the advisory committee membership reflects the population groups covered under Section 427 and to include some members who are employed in occupations that are nontraditional to their gender. [Section 427(b) General Education Provisions Act as amended]

The Office of Career and Technical Education is responsible for conducting desk audits and on-site visits required in the “Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Disability”. This includes state operated area technology centers and postsecondary institutions that offer career and technical education. The Department of Education conducts the desk audits and on-site visits to the local educational agencies.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. Eligible Recipient Input for measurement definitions and approaches. The process of obtaining eligible recipient input into the establishment of measurement definitions and approaches for the core indicators of performance began in November, 2006 with the first meeting of the Kentucky State Plan Advisory Committee. Twenty three individuals were selected to serve on this committee to represent secondary and postsecondary teachers, students, counselors, Tech Prep, special population students, business and industry and economic development. The proposed measurement definitions and approaches were distributed during the November, 2006 meeting. The committee members were asked to notify the Office of Career and Technical Education if they had any concerns. The OCTE did not receive any letters or phone calls. Training sessions for in-putting the accountability data into the Technical Education Data System were provided during the 2007 Career and Technical Education Summer Conference. During these sessions the new accountability requirements were identified to familiarize the participants with the changes that will occur. Also during the summer conference a general session was devoted to making the teachers, administrators, and others in the audience aware of the accountability goals to be reached during the 2007-2008 school year.

The State Plan Advisory Committee will meet during the 2007-2008 school year to review the measurement definitions and approaches that were submitted for the Transition Plan and the ones submitted in the five year plan. The Advisory Committee will also review the five year plan. In addition, two regional public hearing meetings will be held to provide information related to the Perkins requirements and the measurement definitions and approaches will be included in the regional meetings. The accountability measurement definitions and approaches, the baselines, and goals for each accountability measure will be posted on the web pages of the Office of Career and Technical Education, the Department of Education, and the Kentucky Community and Technical College System. Contact information will be posted with the accountability requirements.

Two public hearings were held in February, 2008 to allow eligible recipients to voice their opinions. A draft of the plan is posted on the Kentucky Tech Web page. Notices of the hearings were published in _____ regional news papers and two statewide news papers. E-mails to agencies working with local boards of education and postsecondary institutions were sent to notify them how to access the state plan with the proposed accountability indicators. The agencies were asked to notify their eligible recipients. The Office of Career and Technical Education notified the universities with associate degrees and the state operated area technology centers of the plan and accountability indicators via e-mail.

2. Eligible recipient input for state adjusted levels of performance. The Office of Career and Technical Education, representing the eligible agency, invited career and technical education personnel to regional meetings for an overview of the Perkins legislation with special emphasis given to the accountability indicators. The adjusted levels of performance will be based on a three year average of existing data available through the Technical Education Data System. Eligible recipients enter the local data into the Technical Education Data System. They are responsible for assuring the data is accurate and complete. The three-year average data to establish state adjusted levels of performance includes secondary and postsecondary placement, nontraditional participation, and nontraditional program completion. The postsecondary institutions that are eligible for Perkins funds were surveyed to get their individual data for technical assessments on nationally recognized industry assessments, attainment of an industry recognized credential, student retention in the postsecondary program, and transfers to baccalaureate degree program. The state totals of these surveys were used to establish the state adjusted levels of performance. The secondary state adjusted level of performance for academic attainment, technical skill, high school graduation (completion) is based on state test results and graduation rates of career and technical education students. The number of students completing their GEDs is based on state data from adult education. The State adjusted levels of performance will be posted on web sites of state agencies. Career and technical education teachers, principals, and counselors will be notified of the postings. The participants will be given an opportunity to ask questions and to present options. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]
3. Measurement definitions and approaches. The measurement definitions and approaches for secondary and postsecondary career and technical education are based on state data that is initiated at the local level. The new postsecondary performance indicator measurement definitions and approaches are also based on state wide data that is initiated at the local level. A statewide survey of the data needed for the new performance indicators was mailed to all postsecondary institutions eligible for Perkins funds. The Kentucky Department of Education administers the secondary academic assessments and houses the data. Career and technical education student results are imported into the Technical Education Data System. The eligible recipients are responsible for assuring accurate and complete data is entered into or imported into the Technical

Education Data System. The Technical Education Data System coordinator reviews the data entered into or imported into the data system to assure the data is correct and accurate. When inconsistencies are noted, the appropriate school is notified and asked to correct the data.

High school graduation data is housed in the Department of Education. The Department of Education provides the state graduation rate to the Office of Career and Technical Education.

The Office of Assessment and Accountability in the Kentucky Department of Education is responsible for assuring that local school district data is accurate, complete, and reliable.

The Office of Adult Education oversees the General Education Development program and the awarding of the credential. The data on students who earn their General Education Development credential is electronically imported into the Department of Education.

All measurement definitions and approaches are state and local data. The definitions and approaches are attached in Part C of the Kentucky Five-Year State Plan for Career and Technical Education. [Sect. 113(b)(2)(A)-(B)]

4. Core Indicator alignment with other state and federal programs. The core indicators of performance for career and technical education will align to the extent possible with other requirements for State and Federal programs. The secondary academic attainment and high school graduation rate is aligned with No Child Left Behind. Other accountability indicators such as successful transition or placement after completing the program seem to align with other State and Federal programs. [Sect. 113(b)(2)(F)]
5. Core indicator levels of performance. All the required performance indicators and levels of performance are provided on the appropriate forms on pages ____ to ____ in the five-year state plan. The accountability reporting will be based on students leaving secondary and postsecondary career and technical education in the reporting year. Baseline data and levels of achievement will be reported in percentages. [Sec. 113(b)(3)(A)(i)-(ii)]

The core indicators of performance for secondary academic attainment are based on the state assessments used under the No Child Left Behind requirements for reading/language arts and mathematics. These assessments are given in the 10th and 11th grades and will not accurately demonstrate what the career and technical education students have achieved when they graduate from high school. [Sec. 113(b)(2)]

a. 1S1 Academic Attainment—Reading/Language Arts

Numerator: the number of senior career and technical education concentrator students who took the reading assessment in the 10th grade and who scored proficient or distinguished.

Denominator: the number of career and technical education senior concentrator students who took the test in the 10th grade and who left secondary education in the reporting year.

The level of performance for the school year 2005-2006 for reading was 27.69 percent. This is the baseline approved by the Office of Vocational and Adult Education.

1S2, Academic Attainment—Mathematics

Numerator: the number of senior career and technical education concentrator students who took the mathematics assessment in the 11th grade and scored proficient or distinguished.

Denominator: the number of senior concentrator career and technical education students who took the test and left secondary education in the reporting year.

The level of performance of the senior concentrator career and technical education students scored proficient or distinguished on the mathematics assessment was 25.42 percent. This is the baseline approved by the Office of Vocational and Adult Education.

b. 3S1 Completion

The data needed to measure career and technical education secondary students' graduation rate as measured under ESEA for the state of Kentucky is currently not available. The state graduation rate accepted by the U. S. Department of Education for 2005 is 82.84 percent. Since the state graduation rate has been accepted by the U. S. Department of Education, Kentucky was approved by the Office of Vocational and Adult Education to use the State Graduation rate of 82.84 percent as the baseline to measure career and technical education high school graduation rate.

The Kentucky Department of Education has collected the data in the aggregate and does not have the data to identify students who started out in the 9th grade and graduated from high school in the four-year time period. The graduation rate of career and technical education concentrator students in 2006 was 96.05 percent. The rate was computed by dividing the 12th grade concentrators and program completers graduating from high school by the concentrators and completers who graduated plus the concentrators who dropped out of school without graduating in the reporting year.

We currently have no way to calculate graduation rates based upon four year time periods unless a student enrolls in a career and technical education program as a 9th grader and continues in that career and technical education program all four years. The Kentucky Department of Education will disaggregate student graduation data during the 2006-2007 school year. When that data is available, Kentucky will be able to compare career and technical education students (concentrators) to the graduation data to compute the graduation rate on a four-year cohort.

1. Performance level negotiation with eligible recipients. The state adjusted levels of performance for secondary and postsecondary career and technical education programs/schools will be based on an average of three years data for the performance indicators continued under Perkins IV. The years of data to get an average to establish a baseline are 2004-2005, 2005-2006 and 2006-2007. Placement data from 2003-2004, 2004-2005, and 2005-2006 established an average to identify the baseline. The three year average baselines apply to the following secondary indicators: secondary diploma; technical assessments; student placement in postsecondary education, advanced training, military, or employment; and student participation and completion of programs leading to nontraditional employment.

The postsecondary indicators that a three year average will establish a baseline is student attainment of a degree; student placement in military or employment and retention in employment; and student participation in and completion of programs leading to employment in occupations that employ less than 25 percent of one gender. Baseline data for the new indicators in Perkins IV were established by compiling survey results from the eligible postsecondary institutions. Those indicators are placement in apprenticeships and placements in high skill, high wage, high demand occupations or professions, and number of students to receive an industry recognized certification. Technical assessments were not given at the postsecondary level. The number of students who took industry certification tests and the number of students who passed the industry certifications will be the baseline for technical assessment. who received industry certification. Graduates of health programs are required to pass a state licensure assessment to receive certification. This is the only assessment data available.

Technical assessments will be developed and validated by the appropriate business and industry representatives and phased in over the five year state plan. Kentucky just initiated a state advisory committee representing six career clusters; business/marketing, transportation, health, construction, information technology, and manufacturing. These individuals committed to validating technical assessments to measure the technical skills and knowledge of career and technical education students. They also are willing to assist in other activities that will help keep career and technical education programs current with

the knowledge and skills needed in business and industry.

The Office of Career and Technical Education will work with the Office of Adult Education to gather data for career and technical education students who complete their GED by October of the year in which they should have graduated. This will be compared to the number of career and technical education students who dropped out of high school that school year.

Kentucky offers a proficiency credential to individuals with disabilities. However those students are included in the denominator to calculate high school graduation rate.

When the state baseline data and the expected level of achievement is established for each of the performance indicators, the eligible recipients will receive a written description of the indicators, baseline from which to measure achievement, and the expected level of achievement. If an eligible recipient does not accept the state levels of achievement, the eligible recipient will present individual data for each program as well as summary data for the school and explain why they cannot meet the state levels of adjusted level of performance. The eligible recipients will also provide reliable backup data and/or other pertinent information to justify their preferred levels of performance to see where technical assistance may be needed as well as to determine if the request for a different level of performance is necessary. The eligible recipient will meet with the state director for career and technical education to discuss the adjustment to the performance levels. The request to use another performance level must be made ten (10) days after the notification of state adjusted levels of performance are made to the eligible recipients. [Sec.113(b)(4)(A)(i); Sec. 122(c)(10(B))]

7. Performance level adjustment by eligible recipients. Baseline data for the state adjusted levels of performance are based upon a three year average of the performance indicators continued in the 2006 Act. These indicators are placement, nontraditional participation, nontraditional completion, high school and postsecondary graduation, and secondary technical assessments. The new indicators in the 2006 Act baseline data is based upon surveys conducted by the postsecondary institutions and data in the Kentucky Department of Education. If an eligible recipient requests a revision in its local adjusted levels of performance, data from the Technical Education Data System for the last three years for each of the indicators will be reviewed. The review will establish yearly increases or decreases in the levels of achievement. If the trend of yearly increases or decreases appears to be out of proportion to the state adjusted levels of achievement, the eligible recipient's records for those three years will be reviewed with the eligible recipient to determine if the data is complete, accurate, and reliable and to see that the programming to generate those reports was functioning correctly. If the data in the Technical Education System should be incorrect, the eligible recipient may submit other appropriate, complete, accurate, and correct data with a rationale for incomplete data entry. If the concern is

related to academic or technical attainment, curriculum specialists or program consultants will be asked to work with the teachers of the programs to address improving the students' achievements in applied academics and technical knowledge and skills achievement. The request for a performance level adjustment must be made to the State Director for Career and Technical Education in the Office of Career and Technical Education, Workforce Investment Department.[Sec. 113(b)(4)(A)(vi)]

8. Data reporting. The Technical Education Data System (TEDS) is the official data system for Kentucky Career and Technical Education. The Office of Career and Technical Education is responsible for the collection of the data from the eligible recipients. The data system is a web-based system that requires any changes to be made at the state level and does not require eligible recipients to make program changes at the local level. Eligible recipients may enter the student data directly into the TEDS system or they may import the data from another system into TEDS.

Kentucky is in the process of assigning an identification code to each secondary student enrolled in the public education system. The code will follow the student through all twelve years of their public education. The student identification code will facilitate the import process of secondary students enrolled in CTE programs into the Technical Education Data System, cutting down on data entry errors.

School personnel are held responsible for accurate, complete, and reliable data being entered into the system. They are encouraged throughout the year to review the data entered into the system for errors and discrepancies. TEDS users receive prompt notification of any changes or modifications to the system. Update training is held yearly, and technical assistance is provided by phone, electronically, and on site to assure accurate and reliable reporting of data. A yearly calendar is provided to schools at the beginning of each school year, identifying important dates and deadlines for data entry. Consultants at the state level monitor data regularly and identify schools having difficulty with data entry or those not meeting their performance goals. [Sec. 122(c)(13); Sec. 205]

9. Consortia Minimum Level of Performance. Levels of performance for each of the required indicators for each basic grant and tech prep consortia will be established at the state level. The levels of performance for the basic grant will be based on three years of data housed in the Technical Education Data System for each individual school and then totals from each school in the consortium will be consolidated to determine the baseline data for individual consortia. The level of performance to be reached during the next school year will be determined by reviewing the increases and/or decreases during the three year period. Tech prep consortia baseline data will be based on a survey requesting data required for the accountability indicators. The survey data is being used rather than data reported in the Technical Education Data System because the postsecondary data is limited. The data received from each tech prep consortium will be

tabulated to establish a state base line for the tech prep accountability.

Each consortium receiving a Perkins IV grant (basic grant dollars and tech prep dollars) is required to sign an agreement identifying the levels of performance the consortium must meet. Each consortium will be required to enter the data for the consortium throughout the year and to meet established deadlines for data entry. The consortium is held responsible for entering accurate, complete, and correct the data and for reviewing the data after entry is completed. When consortia do not enter the data on a timely basis, the funding will be withheld or revoked and that consortium will not be eligible for funding. A representative from one of the schools in the consortium will assume the leadership role to ensure that the members of the consortium provide the data and meet the performance indicators.

The consortium will use the funds for approvable purposes in the Act that benefit students from schools of all members of the consortium and will not reallocate funds to individual school districts in the consortium (basic grant) or to individual school districts, area technology centers or postsecondary institutions in the consortium (tech prep). Applied academics must be built into the career and technical education curriculum (each program of study) for daily relevant instruction as well as teaming with the appropriate academic teachers as appropriate to coordinate instruction for the career and technical education students. [Sec.113 (b), Sec. 203(e), Sec. 204(e)(1)]

10. Annual Evaluation of CTE Programs. The Office of Career and Technical Education will work in cooperation with eligible recipients in analyzing their performance data, pinpointing areas of strength and weakness, and developing an improvement plan to correct any identified deficiencies. Assistance will be provided to assure programs have the support needed to implement new procedures or strategies to improve their performance. Technical assistance may be provided by phone, electronic means or on site. Program consultants will assist schools in meeting the goals of their improvement plan. When possible the evaluations will be coordinated with other evaluations required by the State or Federal Government. If a visit is scheduled to a school by another agency, career and technical education will request to be included in the visit. [Sec. 122(c)(8)]

The criteria identified below may be used to annually evaluate the effectiveness of each secondary and postsecondary CTE program. The criteria may include but is not limited to:

- Program success based on performance indicators
- Professional development activities in which the teachers participated
- Observation of instructional changes made based upon student needs
- Updates in the curriculum based on business and industry needs
- Participation in a business and industry exchange or mentorship
- Implementation of instructional activities increasing student engagement

- Analysis of students' test results to develop instructional strategies to increase student achievement
- Number of programs that lead to high skill, high wage, or high demand occupations
- Number of students placed in high skill, high wage, or high demand occupations.

How can we accomplish the above?

B. Other Department Requirements

1. Information requested on forms provided in Part C of this guide to report accountability data for five-year state plan under Section 1139 (c)(1)-(2) include the following:

- a. Secondary participants are enrolled in the beginning sequence of courses leading to two credits in career and technical education program that requires at least four credits to complete the program.

Secondary concentrators are students who have successfully completed 50 percent of the four credits and are enrolled in the third or fourth credit courses of a career and technical education program that requires at least four credits to complete the program.

Postsecondary participants are enrolled in a sequence of courses in a career and technical education major (program of study) and have completed 12 hours or less for credit toward a certificate, diploma, or associate degree in career and technical education.

Postsecondary concentrators have completed twelve hours (12) in a sequence of courses in a program of studies (major) and is enrolled in the 13th hour or beyond credit course in the program leading to a certificate, diploma, or associate degree.

- b. Data used to establish baselines for reading/language arts and mathematics are from state assessments given to secondary students who graduated in 2005-2006. The reading tests are given in 10th grade and the math tests are given in the 11th grade. The academic assessment results are the actual test results of the students when they were in the 10th and 11th grades. The baseline for secondary graduation rate (82.84) is from the 2004-2005 school year; the graduate data was provided by the Division of Accountability, Kentucky Department of Education.
- c. Kentucky will use the academic assessment data imported from the Kentucky Department of Education and matched with secondary students enrolled in career and technical education to get numbers and percentages of students who took the academic assessments and who scored proficient or above.

Graduation baseline will be based on data from the Kentucky Department of Education. The baseline data is entered into the accountability chart in Part C that is to be completed for the five-year plan. Baseline data for the performance measures continued in Perkins IV will be based on data housed in the Technical Education Data System. New accountability indicators' baseline will be based on surveys conducted by postsecondary institutions and the GED data available from the Kentucky Department of Education.

2. The program areas for which the State has technical skill assessment scores are all secondary programs. These assessments are end of program assessments. Those program assessments are horticulture, livestock, crop, administrative support, retail services, financial services, marketing, hospitality services, culinary and food services, child development, consumer and family management, fashion and interior design, allied health, communications, construction, transportation, manufacturing, and pre-engineering. All program assessments are going to be revised and updated. There were 9,191 senior concentrators out of 18,318 senior concentrators who took the assessment in FY 06 and that represented 50 percent of secondary student concentrators. There were no postsecondary state or national technical assessments scores available other than occupations that required state licensure such as the health programs. Technical assessments for all students enrolled in career and technical education will be developed and validated by business and industry. Medicaid Nurse Aide and other health state licensure tests results are available.

C. Procedural Suggestions and Planning Reminders

The development of valid and reliable measures for the core indicators and the State level of performance for each of the measures are based on administrative records from the schools. Local data is imported or entered into the State Technical Education Data System. Schools are encouraged to check their data to assure the data is complete, correct and accurate. In addition, the state records are reviewed periodically for inaccurate data—checking to see that the total of the females and males equal the total enrollment and that special populations have been identified. The rigor will depend upon the data we have to establish performance goals and being able to set the goal so that career and technical education educators are challenged to achieve. [Section 122(e)(1)(A)-(B); Section 113(b)(2)]

Many of the performance measures in the new legislation are continued from the previous law. We will continue with those measures and definitions. A three-year average of previous performance achievements will be used to establish the baseline and project the levels of achievement. Baseline data for high school students completing their GED will be based on the latest available state data.

Survey results will be used to establish baselines for the new postsecondary measures in the law. [Section 113(b)(2)(D)]

Kentucky will continue to prepare and submit annually to the Secretary a report on the progress of the State in achieving the State adjusted levels of performance on the core performance indicators. Information on the levels of performance will be provided for special populations and by gender and race. Kentucky will not add additional indicators of performance. [Section 113(c)(1)]

The Kentucky Technical Education Data System (TEDS) disaggregates data by sex, race, and special populations identified in the legislation. This includes English as a second language. Because Section 1111(h)(1)(c)(i) addresses students whose parents are migrants, children of migrant workers will be added to the special populations in the Technical Education Data System. When data such as academic test results are imported from other state sources, the same population groups are disaggregated. [Section 113(c)(3)]

Tech prep funds are competitively distributed through a request for proposal process. Meetings are held to inform eligible recipients of the tech prep program requirements, the accountability requirements, and the expectations of consortia and consortia members. The consortium is responsible for providing complete, accurate, and valid tech prep data for the consortium and entering the data into the Technical Education Data System. Meeting the accountability performance goals will measure the success of the Tech Prep program and the achievement of students enrolled in the program. Individual Tech Prep student records will be entered into the data system for the basic grant accountability as well as the consortium data for accountability required under Title I and Title II. Individual tech prep student data is currently collected in a manner that can be disaggregated. [Section 113(b)(2)]

Performance of career and technical education students identified as one of the special population groups in Perkins and in No Child Left Behind will be compared to the performance of all career and technical education students served by the eligible agency. The comparison is to determine if the students identified as one of the special populations are doing as well as all career and technical education students. Any disparities in performance measures between the two groups of students will be identified and investigated. The first step in the investigation will be to review the data to assure there were no errors made. The second step would be to review each school's report to identify specific schools that had disproportionate results. Schools with disproportionate results will be contacted to see if the cause could be established. A description of the investigation and the outcomes of the investigation will be reported. In addition, strategies to assist the teachers of the programs to better enable students who are one of the special populations to be successful will be provided to the teachers. If additional assistance is needed, it will be provided. [Section 113(c)(2)(B)]

Kentucky will prepare and submit annually to the Secretary a report on the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance. The annual report will include the levels of performance for special populations. Kentucky career and technical education personnel is aware that the annual report information which includes tech prep indicators under Section 113 and Section 202 is submitted to the U. S. Department of Education and is disseminated through a variety of reports to the general public and to Congress. [Section113(c)(5)(A)-(C) and Section 205]

Kentucky will use the national data developed by the National Alliance Partnership in Equity to identify occupations that lead to nontraditional employment for one gender and to determine the number and percent of students who participate in and complete programs that lead to nontraditional employment. [Section113 (b)(2)(A)(vi) and Section 113(b)(2)(b)(v)]

Kentucky will use state data provided by the Department for Workforce Investment, Office of Employment and Training to identify high-skill, high-wage, or high-demand occupations or fields.

V. Tech Prep Programs

A. Statutory Requirements

1. Procedure for awarding grants. The Tech Prep awards will be funded by a request for proposal process (RFP). Eligible recipients received the RFP in January 2008. Proposals are due on March 14, 2008. The proposals must list the consortium's goals and objectives for each of the requirements in the law. A group of three reviewers will score the proposals using the scoring rubric provided in Appendix B. Those scoring below 60% will not be funded. Consortia will be notified of the awards and memoranda of agreements will be in place by July 1, 2008. [Sec.203(a)(1)]
2. During the proposal review process, the readers will give special consideration to the applications that include the following: (1) assisting Tech Prep students with placements in employment and/or transferring to a baccalaureate or advanced degree programs; (2) active participation of representatives from business and industry, institutions of higher education, and labor in the development of the proposal; (3) includes a plan (a) to address the prevention of school drop, (b) a means of reentry in school for those who leave school, and (c) meeting the educational needs of students who meet the definitions of special populations; (4) provides evidence that the Tech Prep program(s) to be requires knowledge and skills that use emerging technologies and that there is a significant workforce shortage; (5) describes examples of instructional materials and instructional strategies that will enable Tech Prep students to meet high academic and employability competencies; and (6) explains how the

Tech Prep program activities will be coordinated and integrated with the Basic Grant program activities for continuous improvement in academic achievement, continuous improvement in technical skill achievement, and continuous improvement in offering programs that are current and/or emerging occupations and that they are high skill, high wage, or high demand. [Sec.204(d)(1)-(6)]

3. There are only 27 counties in Kentucky that have fifty percent or more of the population living in an urban area. There are 120 counties in Kentucky. Some of the consortia will be urban, some of the consortia will be rural, and some of the consortia will be a mix of urban and rural. Based on the current consortia, the majority of the consortia will be a mix of urban and rural areas. One of the funding criteria will be the number of schools in the consortia, the number of programs in each consortia, and the number of teachers who will be primarily responsible for implementing and refining the instructional activities. [Sec.204(f)]
4. The Eligible Agency will ensure that each funded Tech Prep program meets the criteria required in the Act. The individuals reviewing each submitted proposal will have a list of the requirements and will specifically check each proposal to verify the requirements have been met.

(a) The request for proposal requires the eligible recipient to describe the process to secure articulation agreements between secondary and postsecondary institutions and identifies specifically how secondary students will obtain credit for the secondary work completed. The articulation agreement may be a statewide agreement or an individual one among the institutions in the consortium. The proposal must list the sequence of courses to assure there are no duplication of courses and identify the secondary and postsecondary institutions in the partnership. Monitoring visits will be made to verify the articulation agreements are in effect and that secondary credits will transfer to the appropriate postsecondary institution. Section 3(4)

(b) Each consortium must have at least two years of secondary career and technical education and at least two years of postsecondary career and technical in a non-duplicative sequence of courses. The programs of study offered must prepare students for occupations that are high skill, high wage, or high demand and end with a technical proficiency, an industry-recognized credential, a certificate, or a degree in specific career field. Classroom instruction must integrate academics with technical content that is relevant to business and industry and postsecondary technical education. The integration of academics into relevant technical content must occur in daily instruction at the secondary and postsecondary levels...Teachers must use applied, contextual, and integrated instruction to develop students' technical and academic skill competence. When appropriate, work-based learning and work site learning is integrated into the instructional program. Section 203(c)(2)(a)-(G)

(c) The development of or expansion of a tech prep program for secondary education and postsecondary education must address the following required components. All tech prep secondary/postsecondary programs shall have a curriculum that integrates the State academic standards with the technical content and links the secondary schools with the two-year postsecondary schools. When possible, four-year institutions of higher education are to be included in the secondary/postsecondary career and technical education program. The purpose is to provide a transition to a four-year degree program if the students wish to pursue further education. Other linkages between the secondary and postsecondary program include the non-duplicative sequence of courses, the use of signed articulation agreements between secondary schools and postsecondary schools and the opportunity for secondary students to receive concurrent enrollment in both secondary and postsecondary career and technical education. When appropriate and if business and industry is available, integrate as part of the instructional program work-based learning or worksite learning to provide a realistic understanding of being employed in the industry. Each industry specific tech prep program will include instruction in all aspects of the industry. This includes instructional activities that develop a comprehensive understanding of the various skills needed for specific occupations in the industry and the many career opportunities that are available within the industry. Having an understanding of all aspects of an industry will help students grasp the life long learning.

All the secondary and postsecondary partners in the consortium must stay in communication with each other. The purposes of the communication is to stay up to date with the implementation of the instructional program, to identify problems that need to be resolved, and to revise instructional strategies and materials that need to be made more rigorous to better challenge students. The partners need to learn to communicate with each other using educational technology and distance learning in the development and operation of the program. Section 203(c)(3)(A)-(D)

(d) Each consortium will provide in-service professional development training for the teachers, faculty, and administrators implementing and/or expanding the tech program or tech prep programs. The professional development activities must be high quality, sustained, intensive, and focused on instruction. Teachers must be current with the business and industry standards, knowledge, skills, and applied academics in their specific career pathway. Other professional development includes improving instructional strategies and techniques that address the learning needs of students from the special populations. The professional development activities will be joint activities for secondary and postsecondary teachers and faculty. The joint training will facilitate communication between secondary and postsecondary teachers and increase the probability of the secondary students transitioning to postsecondary education. Other professional development includes using data to evaluate the effectiveness of the program, accessing information to enhance instructional

activities and make it more relevant to students, and reflecting on students' assessment results to improve instruction and increase student achievement. .Section203(c)(4)(A)-(F)

(e) Professional development activities for counselors must be designed to enable counselors to more effectively provide information about tech prep programs in the consortium to students enrolled in the schools participating in consortium. Students who are in the process of choosing a program of study and students who are enrolled in a Tech Prep program of study will have access to counselors who have received pertinent career information. The professional development will include activities that identify occupations that are high skill, high wage, and high demand, the education and training those occupations require, opportunities to move to other occupations within the career, and qualities employers want in an employee. Counselors will also be involved in activities that identify embedded academics in the Tech Prep Program curricula and participate in activities that demonstrate the application of academics. Counselors will be better prepared to provide academic counseling to students and demonstrate to the students the relevance of academics. [Section 203(c)(5)(A)-(F)

(f) Individuals who are members of special populations have full access to all Tech Prep programs offered in all schools in the consortium. When appropriate, reasonable and appropriate services and activities are provided for special populations identified in the Act and who are enrolled in Tech Prep programs and are members of special populations. Teachers are encouraged to become familiar with individual education program plans (IEP), recommendations for accommodations, and variety of instructional strategies to address the learning styles of students. Equal access is one of the criteria for evaluating the Tech Prep proposals. Section 203(c)(6)] .

(g) Each consortium will provide services, activities, or programs for students not enrolled in career and technical education programs or Tech Prep programs to assist them in making career decisions and enrolling in appropriate education and training programs. One of the professional development activities for counselors will be to design the preparatory services program and the student activities necessary to assist students/individuals in learning about career opportunities. The second phase for students/individuals is to identify the training and/or education needed for the career choice or choices and location of the training and/or education. Counselors will assist students who choose to enroll in Tech Prep or in career and technical education programs. [Section 203(c)(7)]

(h) Tech Prep program activities conducted under Title II will coordinate with similar activities conducted under Title I. Each consortium is responsible for identifying the best instructional practices that worked with improving student academic and technical knowledge and skill achievement. The consortia must submit the a description of the best practices with evidence of increased student

achievement to the Tech Prep State Director and the Executive Director of the Office of Career and Technical Education. The Tech Prep State Director is responsible for sharing the best practices descriptions with the Basic Grant eligible recipients. Partners in each consortium will also share their best practices with each other as well as other Tech Prep consortia.

5. A state baseline for Tech Prep accountability indicators has been established. Each consortium was asked to provide data for the accountability indicators to establish the state baseline. Each consortium will be expected to reach or exceed the state baseline in 2009. The achievement level of each consortium in 2008 will be used to establish levels of improvement for the remaining years of the five year plan.

B. Other Department Requirements

A copy of the request for proposal and a copy of the scoring rubric used to evaluate each proposal are provided in Appendix B.

C. Procedural Suggestions and Planning Reminders

Tech Prep federal funds (Title II) may not supplant state and local dollars. Tech Prep funds must be used to add value to career and technical education programs that have formal articulation agreements with a postsecondary institution. [Section 311(a)]

State expenditures for Title II tech prep programs are part of the Kentucky's maintenance of effort calculations originally required by the Act. [Section 311(b)]

State administrative costs are limited to those costs that are reasonable and necessary. [OVAE Program Memo]

Title II (tech prep) funds may not be used for State leadership activities. [OVAE Memo]

Kentucky will prepare and submit annually to the Secretary a report on the effectiveness of the tech prep programs assisted under Title II. [Section 205]

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. Title I funds received under Section 111 of the Act will be allocated in the following categories: 85 percent of the funds will be allocated to local boards of education, area technology centers, and postsecondary institutions. The secondary/postsecondary split is based on the average number of secondary and postsecondary students enrolled in career and technical education programs in fiscal years 05, 06, and 07 and increases in the number of students served during those years. Secondary participation in Career and Technical Education increased in FY 06 and FY 07. Postsecondary had a small increase in FY 06 but

decreased in FY 07 with an overall loss in career and technical education enrollment. The allocation of funds to the eligible recipients is based on average student population participation similar to the federal allocation to the State which is based on state population. Secondary portion of the 75 percent is 55 percent and the postsecondary allocation of the 75 percent is 45 percent.

Ten percent of the funds for eligible recipients will be used as a reserve fund for career and technical education eligible recipients in rural sparsely populated areas, areas with high percentages of career and technical education students, and areas with high numbers of career and technical education students. The funds must be used for activities in Section 135 of the Act. Funding will be competitive through a request for proposal process. Eligible recipients with high numbers of career and technical education students and high percentages of career and technical education will be identified by collecting the total number of students in the districts or institutions and comparing the career and technical education enrollment to the total enrollment. Each eligible recipient will be ranked from highest numbers and highest percentages of career and technical education students to determine eligibility for funding. Area technology center participation will be through the students from the eligible recipients the centers serve. The area technology centers will participate in the same activities as the local school district.

Title II funds are allocated to consortia made up of at least one secondary school and one postsecondary school that operate career and technical education programs. The tech prep funds will be awarded competitively to eligible consortia. Each consortium that chooses to compete for the funds will respond to a request for proposal and each proposal will be rated to determine if the requirements of the law are met. [Section 122©(6)(A) and Section 202(c)]

2. Allocations to secondary career and technical education programs in local school districts and area technology centers are based upon the formula identified in the Act. Thirty percent of the funds allocated to secondary career and technical education programs is based on the number of children aged 5 through 17 who reside in the school district and 70 percent of the funds is based upon the number of families with children in the district who are in poverty. Each local school district that has an eligible career and technical education program will receive its proportionate share of the state allocation based on the state total of children aged 5 through 17 and the state total of families with children who are in poverty. The total secondary allocation for the state is \$_____. Area technology centers that serve secondary students receive proportionate funding from the local school districts that send students to the area technology center. The total number of students from a local school district enrolled in career and technical education programs is calculated by adding the number of students in the high school programs to the number of the local school district students enrolled in the area technology center. Funding to the area technology center is equal to the proportionate share of the students attending the area technology center from that particular local school district. If 50 percent of the local school district career and

technical students attend the area technology center, 50 percent of the funds go to the area technology center to support students from that district. Funding to state operated area technology centers for 2007-2008 is \$. A few postsecondary community/technical colleges also serve secondary students from surrounding school districts. The allocation is calculated the same way as for state operated area technology centers. The amount of secondary funds to postsecondary community/technical colleges is \$_____. Total funds allocated to local school districts are \$_____.

The number of schools electing to participate in a tech prep consortium, the scope of the program, and the commitment to quality (i.e. meeting the accountability performance indicators) determines the funding level for tech prep request for proposals. All schools in the consortium have to use the funds for the same purpose and must plan the activities to implement and evaluate in terms of the purpose. [Section 122© (6)(A) and Section 202(c)]

3. Allocations to postsecondary institutions are based upon the number of students enrolled in career and technical education who have Pell Grants. Each institution will receive its proportionate share of the state allocation based upon the state total of students pursuing an associate degree, a diploma, or certificate and receiving financial assistance through the Pell Grant. This is an unduplicated count. The postsecondary allocation for 2008-2009 is \$.

There are six universities that offer associate degrees and one community and technical college system that has sixteen community and technical colleges. The total allocation to the community and technical college system is \$. The allocations to each of the community and technical colleges range from \$ to \$. The total allocation to the universities is \$. One university that does not always meet minimum allocation. However, that university is located in a rural, sparsely populated area and may request a waiver. The allocation for each of the five universities ranged from \$ to \$.

Postsecondary institutions that participate in tech prep consortia usually are the fiscal agents. The fiscal agent for the consortium receives the grant award, and is responsible for coordinating all the activities to achieve the program improvements and requesting reimbursement in a timely manner for the approved activities for the consortium. The purpose for using the funds must result in program improvements that better prepare students for continuing education and employment. Coordination also includes checking the articulation agreements with postsecondary institutions and making sure secondary students receive postsecondary credit for their secondary work. Each consortium is responsible for identifying its "best practices" and sharing with other tech prep consortia and basic grant programs of study. [Section 122(c)(6)(A) and Section 202(c)]

4. When a local educational agency allocation is \$15,000 or less, the local educational agency will be encouraged to enter into a consortium with other local

educational agencies to meet the minimum required funding, enter into an agreement with an area technology center, transfer allocation to the area technology center, or operate programs that are of sufficient size, scope and quality to be effective. If local educational agencies do not accept any of the above options, the eligible agency will require local educational agencies to form a consortium with other local educational agencies to reach a funding level of more than \$15,000. One local educational agency will be the fiscal agent and coordinate all program improvement activities within the consortium. All partners in the consortium will participate in the same activities. The consortium must address the required uses of funds before permissive uses of funds may be considered.

The consortium must address integrating more fully academics into the technical content and daily instructional teaching/learning activities and activities to keep the teachers current with business and industry standards. To make the instruction relevant to the students, career and technical education teachers must collaborate with the math, English, and science teachers to identify in the career and technical education curriculum the academic core content that is embedded in career and technical education. Based upon the identification of the common core academics, teachers must develop learning activities and instructional strategies to strengthen the academic knowledge and skills of career and technical education students through applied academics. Teachers must how to use technology as an instructional tool to make learning more relevant to the students. Each consortium will complete a local application that will address Section 134 and Section 135.

The eligible agency shall waive the requirement to enter into a consortium if the local educational agency is located in a rural, sparsely populated area or is a public charter school operating a secondary career and technical education programs, and demonstrates that the local educational agency is unable to enter into a consortium for the purpose of providing activities to improve career and technical education.

A rural sparsely populated area is an area that has 50 percent of its population living in a rural area as defined by the Census Bureau [Section 131(g)]

5. When one postsecondary institution does not meet the minimum allocation of \$50,000, there is not another institution to form a postsecondary consortium, and the institution is located in a rural, sparsely populated area of the state, the institution may request a waiver. If the postsecondary institution is located in a highly populated area of the state, the allocation to this institution will be added back into the total available postsecondary funds and reallocated to the postsecondary institutions that met the minimum allocation of \$50,000.
6. There are no charter schools or schools funded by the Bureau of Indian Affairs in Kentucky. The Office of Career and Technical Education collaborates with the Kentucky Department of Education Title I coordinator to obtain the school district boundaries, the number of children living in the school district aged 5 to 17, and the

number of families with incomes below poverty level that have children in the school district. Data provided by the Office of Vocational and Adult Education is also obtained to assure that the correct data is being used. Two independent school districts have merged with the county districts. The students will attend the county districts schools and will have no effect on the number of students from those counties. |

7. Kentucky will use the formula outlined in Title I of the Act.

B. Other Department Requirements

1. A detailed project budget is located in Part B of the Five-Year State Plan.
2. Secondary and postsecondary allocations for all eligible recipients follows the detailed budget in Part B of the five-year state plan. Local school districts with \$15,000 or less will join a consortium unless they are a rural, sparsely populated area. Only postsecondary institutions located in a rural, sparsely populated area may request a waiver. Institutions located in a urban area without another institution to form a consortium will not qualify for funding. Those funds will be added in the total for reallocation.. Section 112(a) of the Act, as required by Section 131(a) and 132(a)
3. The formula used to distribute funds to secondary local school districts is as follows:
 - the number of children aged 5 to 17 living in the district **plus**
 - the number of families with children whose income is at poverty level living in the district **compared to**
 - the state total of children aged 5 to 17 living in school district **plus**
 - the state total of families with children whose income is below poverty level.

Thirty percent of the allocation will be based on the school district proportionate share of the state total for children aged 5 -17 living in the district. Seventy percent of the allocation is based on the school districts proportionate share of the state total for families with children living below the poverty level who live in the district.

The formula used to distribute funds to postsecondary institutions is the proportionate share of state total of students receiving the following:

-number of students receiving Pell Grants

4. Kentucky will reserve 10 percent of the 85 percent funds allocated to secondary and postsecondary schools that offer career and technical education. [Section 112(c)]
5. Kentucky will create a reserve fund for the five year state plan. [Section 112(c)]

6. Rural and sparsely populated areas have 50 percent of the population living in rural areas as defined by the Census Bureau. [Section 131(c)(2) or Section 132(a)(4)]

C. Procedural Suggestions and Planning Reminders

Funds received under the Act will not be used to provide career and technical education to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. [Section 315]

Kentucky will meet the maintenance of fiscal effort using aggregate expenditures for career and technical education.[Section 311(b)(1)(A)]

Funds made available under this Act will not be used to require any secondary school student to choose or pursue a specific career path or major. [Section 314(1)]

Funds made available under the Act will not be used to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill, standard, or certificate of mastery. [Section 314(2)]

All funds made available under the Act will be used in accordance with the Act. [Section 6]

Funds made available under the Act for career and technical education activities will supplement, and not supplant, non-Federal funds expended to carry out career and technical activities and tech prep activities. [Section 311(a)]

Funds provided under the Act will not be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. [Section 322]

The portion of any student financial assistance received under the Act that is made available for attendance costs may not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. [Section 324(a)]

Funds made available under the Act may be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to Section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. [Section 324(c)]

Date

John Marks, Executive Director
Office of Career and Technical Education

Date

Nancy Spivey, Chair
Kentucky Workforce Investment Board

VIII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

Written and signed certification that provide—

- (a) The Kentucky Workforce Investment Board is the eligible agency to submit the Kentucky State Transition Plan. {KRS 151B.025}[34 CFR 76.104(a)(1)] The administration, supervision, and operation of career and technical education are delegated to the State Director, Office of Career and Technical Education.
- (b) The Office of Career and Technical Education has been delegated the authority under State law, KRS 151B.025 to administer, supervise, and operate career and technical education in the performance of the functions of the State under the Program. [34 CFR 76.104(a)(2)]
- (c) The Office of Career and Technical Education may legally carry out the provisions of the plan. [34 CFR 76.104(a)(3)]
- (d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
- (e) John Marks, Executive Director of the Office of Career and Technical Education, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]
- (f) Nancy Spivey, Chairman of the Kentucky Workforce Investment Board, has authority to submit the plan. {KRS 151B.025} [34 CFR 76.104(a)(6)]
- (g) The Kentucky Workforce Investment Board has adopted or formally approved the plan on 2008. [34 CFR 76.104(a)(7)]
- (h) The plan is the basis for Kentucky's operation and administration of the program. [34 CFR 76.104(a)(8)]

Date

John Marks, Executive Director
Office of Career Technical Education

Date

Nancy Spivey, Chair
Kentucky Workforce Investment Board

Other Assurances

Copies of the following documents are attached:

1. A copy of the Kentucky State Five Year Plan that was submitted to the State Intergovernmental Review Process on _____ , 2008. [Executive Order 12372; 34 CFR 79]
2. A completed and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements has been signed and is attached to the Kentucky Transition Plan.
3. A complete and signed Assurance for Non-Construction Programs Form is included in the Kentucky Five Year State Plan.

The signatures below assure that Kentucky will be in compliance with the following:

4. Kentucky will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Section 122(c)(11)]
5. None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Section 122(c)(12)]
6. Kentucky will waive the minimum allocation as required in Section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under Act. [Section 131(c)(2)]
7. Kentucky will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Section 323(a)]
8. Kentucky and the eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon

written request, permit the participation in such programs of career and technical education secondary schools teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Section 317(a)]

9. Except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Section 317(b)(1)]
10. Eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools. [Section 317(b)(2)]

Date

John Marks, Executive Director
Office of Career and Technical Education

Date

Nancy Spivey, Chair
Kentucky Workforce Investment Board

C. Procedural Suggestions and Planning Reminders

Certification of a Drug-Free Workplace is included in the Kentucky Transition Plan.

Certification for complying with Debarment and Suspension (Nonprocurement) is included In the Kentucky Transition Plan.

Eligible recipients that have been excluded or disqualified from participating in career and technical education federal funding will not receive funds.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." The certification shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education decides to award the grant, cooperative agreement, loan or loan guarantee.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT Kentucky Office of Career and Technical Education		PR/AWARD NUMBER AND / OR PROJECT NAME V048A060017 Basic Grant V243A060017 Tech Prep	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Nancy Spivey, Chair Kentucky Workforce Investment Board John Marks, Executive Director Office of Career and Technical Education			
SIGNATURE		DATE	

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

(See reverse for public burden disclosure)

1. Type of Federal Action: a. contract _b_ b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: a. bid/offer/application _a_ b. initial award c. post-award	3. Report Type: a. initial filing _a_ b. material change For material change only: Year _____ quarter _____ Date of last report _____
4. Name and Address of Reporting Entity: _____ Prime _____x_____ Subawardee Tier _____, if Known: Kentucky Office of Career and Technical Education 500 Mero Street Frankfort, Kentucky 40601 Congressional District, if known:		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Kentucky Office of Career and Technical Education 500 Mero Street Frankfort, Kentucky 40601 Congressional District, if known:
6. Federal Department/Agency: U. S. Department of Education	7. Federal Program Name/Description: Carl Perkins Career and Technical Education Act of 2006 CFDA Number, <i>if applicable</i> : 84- 048 and 84-243 _____	
7. Federal Action Number, if known:	9. Award Amount, if known: Basic Grant \$18,081,097 Tech Prep \$1,863,662 \$	
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i> None	b. Individuals Performing Services (including address if different from No. 10a) <i>(last name, first name, MI):</i> None	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: _____ Print Name: _____ Title: _____ Telephone No.: _____ Date: _____	
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)	

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110—

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT		PR/AWARD NUMBER AND / OR PROJECT NAME	
Kentucky Office Of Career and Technical Education			
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
John Marks Executive Director		Nancy Spivey, Chair	
SIGNATURE		DATE	

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. . . 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. . . 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. . 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. . . 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) . . 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. . . 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. . 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. . . 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. . . 276a to 276a-7), the Copeland Act (40 U.S.C. . 276c and 18 U.S.C. . . 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. . . 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. . . 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. . . 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. . . 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. . 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. . . 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. . . 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. . . 4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, □Audits of States, Local Governments, and Non-Profit Organizations.□
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE Chair, Kentucky Workforce Investment Board Executive Director, Office of Career Technical Education	
APPLICANT ORGANIZATION Kentucky Office of Career and Technical Education		DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$18,060,932
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (Line A + Line B)	\$18,060,923
D. Local Formula Distribution (not less than 85%) (Line C x 85%)	\$15,351,785
1. Reserve (not more than 10% of Line D)	\$0
a. Secondary Programs (0% of Line D)	\$0
b. Postsecondary Programs (0% of Line D)	\$0
2. Available for formula allocations (Line D minus Line D.1)	\$15,351,785
a. Secondary Programs (49% of Line D.2)	\$7,522,375
b. Postsecondary Programs (51% of Line D.2)	\$7,829,410
E. Leadership (not more than 10%) (Line C x10%)	\$1,806,092
a. Nontraditional Training and Employment (\$150,000)	
b. Corrections or Institutions (\$180,609)	
F. State Administration (not more than 5%)(Line C x 5%)	\$903,046
G. State Match (from non-federal funds) ¹	\$1,802,822

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	\$1,863,662
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0
C. Amount of Title II Funds to Be Made Available For Tech-Prep (Line A less Line B)	\$1,863,662
D. Tech-Prep Funds Earmarked for Consortia	\$1,770,479
a. Percent for Consortia (Line D divided by Line C) [95%]	
b. Number of Consortia	13
c. Method of Distribution (check one):	
_____ Formula	
X _____ Competitive	
E. Tech-Prep Administration	\$93,183
a. Percent for Administration (Line E divided by Line C) [5%]	

I. Student Definitions

A. Secondary Level

Participants are students enrolled in the beginning sequence of courses leading to two credits in a career and technical education program that requires at least four credits to complete the program.

Concentrators are students who have successfully completed 50 percent of the four credits and are enrolled in the third or four credit course of a career and technical education program that requires at least four credits to complete the program.

B. Postsecondary/Adult Level

Participants—Students who are enrolled in a sequence of courses in a career and technical education major (program of study) and has completed 12 hours or less for credit toward a certificate, diploma, or associate degree.

Concentrators –Students who have completed 12 hours in a sequence of courses in a program of studies (major) and is enrolled in the 13th or beyond credit course in the program of study leading to a certificate, diploma or associate degree.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of senior concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the ESEA.</p> <p>Denominator: Number of senior concentrators who took the ESEA assessments in reading/language arts and who have left secondary education in the reporting year.</p>	State and Local Administrative Records	B:27.69	L: 29.69 A:	L: 31.69 A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of seniors concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the ESEA.</p> <p>Denominator: Number of senior concentrators who took the ESEA assessments in mathematics and who have left secondary education in the reporting year.</p>	State and Local Administrative Records	B:25.42	L: 27.42 A:	L: 29.42 A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of senior concentrators who passed the technical assessment tests and left secondary education in the reporting year.</p> <p>Denominator: Number of senior concentrators who took the technical assessment tests and left secondary education in the reporting year.</p>	State and Local Administrative Records	B:45.22	L: A:	L: 46.22 A:
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	<p>Numerator: The number of senior concentrators who received a high school diploma, a general education development credential, or other state recognized equivalent during the reporting year.</p> <p>Denominator: Number of senior concentrators who received a high school diploma, a general education development credential, other state recognized equivalent and dropped out of high school in the reporting year.</p>	State and Local Administrative Records	B:88.28	L: A:	L: 89.28 A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of senior concentrators who graduated in the reporting year. (compare to state graduation rate for 04-05 latest available)</p> <p>Denominator: Number of concentrators who have left secondary education in the reporting year.</p>	State and Local Administrative Records	B:82.84%	L: 83.84% A:	L: 84.84 A:
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of concentrators who completed the program and graduated from high school and who entered postsecondary education or advanced training, entered the military, or was employed in the reporting year during the <u>second</u> quarter.</p> <p>Denominator: Number of concentrators who completed the program and graduated from high school in the preceding reporting year.</p>	State and Local Administrative Records	B:90.12	L: A:	L: 90.62 A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of nontraditional participants who enrolled in programs leading to employment in the occupations that employ less than 25 percent of one gender in the reporting year.</p> <p>Denominator: Number participants enrolled in programs leading to employment in occupations that employ less than 25 percent of one gender <u>and the number of participants who left the program in the reporting year.</u></p>	State and Local Administrative Records	B:30.61	L: A:	L: 31.61 A:
Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of nontraditional concentrators who completed programs leading to employment in occupations that employ less than 25 percent of one gender.</p> <p>Denominator: Number students who completed programs leading to employment in occupations that employ less than 25 percent of one gender <u>and number of students (concentrators) who left the program in the reporting year.</u></p>	State and Local Administrative Records	B:20.87	L: A:	L. 21.87 A.

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of concentrators who passed the skill assessment tests in the reporting year <u>plus concentrators who completed the program and received or were eligible to receive a credential in the reporting year.</u></p> <p>Denominator: Number of concentrators who took the skill assessment tests in the reporting year <u>plus concentrators who received or were eligible to receive a credential plus concentrators who left postsecondary education in the reporting year.</u></p>	State and Local Administrative Records	B:66.00	L: A:	L:68.40 A:

<p>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</p>	<p>Numerator: Number of concentrators who completed the programs and received <u>an industry-recognized credential</u> and concentrators who completed the program and received or was eligible to receive a credential, certificate, or degree in the reporting year.</p> <p>Denominator: Number of concentrators who completed the programs and received <u>an industry-recognized credential</u> and received or was eligible to receive a credential, certificate, or degree and who left postsecondary education in the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B:66.00</p>	<p>L:</p> <p>A:</p>	<p>L: 68.40</p> <p>A:</p>
<p>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p>	<p>Numerator: Number of concentrators who are retained in the programs plus the number of concentrators who transfer to baccalaureate degree programs in the reporting year.</p> <p>Denominator: Number of concentrators who are retained in the programs plus the number of concentrators who transfer to baccalaureate degree programs plus the number of concentrators who leave the programs in the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B:55.00</p>	<p>L:</p> <p>A:</p>	<p>L: 56.00</p> <p>A:</p>

<p>4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of concentrators who completed the program and graduated from the institution or was eligible for graduation/degree that entered the military service or apprenticeship programs, was employed or retained in employment, or employed or retained in employment that is high skill, high demand, or high wage occupations or professions in the second quarter.</p> <p>Denominator: Number of concentrators who completed the program and graduated or completed the program and was eligible for graduation in the preceding reporting year</p>	<p>State and Local Administrative Records</p>	<p>B:56.12</p>	<p>L:</p> <p>A:</p>	<p>L: 57.12</p> <p>A:</p>
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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05 6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>5P1 Nontraditional Participation 113(b)(2)(B)(v)</p> <p>Numerator: Number of nontraditional participants enrolled in program leading to nontraditional employment in an occupation that employs less than 25 percent of one gender in the reporting year.</p> <p>Denominator: Number of participants enrolled in programs leading to nontraditional employment in an occupation that employs less than 25 percent of one gender and <u>participants who left postsecondary education in the reporting year.</u></p>		State and Local Administrative Data	B:12.96	L: A:	L: 13.96 A:
<p>Nontraditional Completion 113(b)(2)(B)(v)</p> <p>Numerator: Number of nontraditional concentrators who completed a program leading to nontraditional employment in occupations employing less than 25 percent of one gender in the reporting year.</p> <p>Denominator: Number of concentrators who completed a program leading to nontraditional employment in occupations employing less than 25 percent of one gender and <u>the number of concentrators who left the program</u> in the reporting year.</p>		State and Local Administrative Data	B:7.41	L: A:	L: 8.41 A:

APPENDIX A: LOCAL APPLICATION

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT TRANSITION YEAR FUNDING
July 1, 2007 - June 30, 2008

GENERAL INFORMATION

BACKGROUND

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 is designed to improve and expand services for students enrolled in career and technical education programs. *The Act defines career and technical education programs as organized educational activities that offer a sequence of progressive courses composed of both academic and technical content.* These courses are intended to prepare students for further education and careers in current or emerging employment sectors of high skill, high wage or high demand occupations. The courses include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of students.

ROLE OF THE OFFICE OF CAREER AND TECHNICAL EDUCATION

The Office of Career and Technical Education is the sole state agency responsible for administering grant monies received from this Act to secondary and post-secondary educational institutions that have career and technical programs. The administration function involves both the awarding and the oversight of the funds to assure that the intent of the law is being met within the schools receiving Perkins funding. *Although Congress identifies the minimum requirements for funding use, the Office of Career and Technical Education has the authority to raise the standards.* This helps assure that schools are using funds for program development and improvement rather than program maintenance.

PURPOSE OF THE LOCAL APPLICATION

Each eligible school desiring funding from the 2006 Carl D. Perkins Career and Technical Education Improvement Act must submit an application to the Office of Career and Technical Education. The application tells us what you plan to do to improve career and technical education in your school during the next year, how you arrived at this decision, how much it will cost, and how you plan to go about implementing and evaluating the improvements. The overall plan should be developed for a one-year period. The budget request is for 2007 - 2008 and the local plan shall cover July 1, 2007, to June 30, 2008.

USE OF FUNDS

Funds available to your school are based upon a formula mandated in the Perkins Act. There are two categories of fund usage: required and permissible. If the application successfully addresses each of the required activities, you may request, with justification, that permissible funds be used fund a project.

Perkins legislation identifies nine required activities for which funds are to be used in your school. Each of the activities identified on the following page must be addressed in the application and included in the budget. Funding focuses on the continued improvement of programs, not the maintenance of current programs. An example of program maintenance would be a request to pay a counselor's salary, the same salary that has been paid for the past five years. Continuous improvement includes increased student achievement in current programs, the development and implementation of new state of the art programs focusing on high skill, high wage or high demand occupations, integrated curriculum and assessment design, and high quality, sustained, and intensive professional development activities for school personnel that enrich their knowledge and skills and directly relates to changes in technology, increased student achievement or program improvement.

Required use of Funds

In order to be fully funded, the application for your school must address each of the following **requirements** of the Perkins legislation:

1. *Strengthen academic, career and technical skills of students through the integration of academic, career and technical programs.*
2. *Link secondary and postsecondary education.* Links can be achieved through at least one program of study, transitional curriculums, articulation agreements, and joint professional development activities.
3. *Provide programs that address all aspects of an industry,* meaning that the student must have strong experience (work based learning) and a comprehensive understanding of the industry he or she is preparing to enter.
4. *Develop, improve, and expand the use of technology,* which may include professional development, providing students with the ability to enter high technology and telecommunications careers and encouraging schools to work with high technology industries offering internships and mentoring programs.
5. *Provide sustainable professional development for teachers, administrators and counselors,* including in-service and pre-service training and practices to involve parents and the community.
6. *Evaluate programs serving all students and assess how special populations are being served.*
7. *Initiate, improve, expand and modernize programs, including relevant technology.* In order to meet the needs of business and industry, and the community, programs must continually be developed and upgraded. This increases the chance of employment for the student. In many cases, this involves the development or revision of curriculum, new strategies in teaching methodology, and the opportunity for professional development for teachers.
8. *Provide services of sufficient size, scope and quality.* This is encouraged to assure the student receives the attention, knowledge and experience necessary to successfully transition from the classroom to the work world or additional education and training.
9. *Provide activities to prepare special population students for high skill, high wage or high demand occupations.*

Permissible uses of Funds

If all nine of the above activities have been met with objectives described in your application, you may request funding for other areas in need of improvement. Again, this must be a request for funding to develop or improve a program in order for the request to be considered. Permissible uses of

funds requests must identify how the funding will be used. For example, if the funding is requested for mentoring and support services, you must identify the type of service, number of students to be served, etc. Perkins legislation identifies 20 permissible uses of funds. They are listed below.

1. Involve parents, businesses and labor organizations in planning, implementing, and evaluating vocational and technical education programs.
2. Provide career guidance and academic counseling.
3. Support local business and education partnerships.
4. Provide programs for special populations.
5. Assist vocational student organizations that are an integral part of the program.
6. Provide mentoring and support services.
7. Lease, purchase and upgrade equipment.
8. Provide initial teacher preparation that addresses integration of academic and career and technical education, including that for teacher candidates from business and industry.
9. Develop and expand postsecondary offerings, including distance education.
10. Develop initiatives to facilitate transition from two year to four year degree programs. (Articulation agreements, dual enrollment, academic and financial counseling)
11. Support entrepreneurship education and training.
12. Develop or improve curriculum, particularly for high skill, high wage or high demand occupations.
13. Develop and support career-themed learning communities.
14. Support family and consumer science education.
15. Provide programs for adults and school dropouts to complete secondary education.
16. Provide services for placement in employment and further education.
17. Support nontraditional training and employment.
18. Support automotive technologies training.
19. Pool a portion of funds with other recipients for innovative initiatives.
20. Other activities consistent with purposes of this Act.

COMPLETING THE APPLICATION

In order to receive funding, the application should be completed and submitted electronically to DeboraD.Almgren@ky.gov. A signed Statement of Assurances must be mailed or faxed (502) 564-4800 to Debora Almgren at: Kentucky Office of Career and Technical Education, Capital Plaza Tower - 20th Floor, 500 Mero Street, Frankfort, KY 40601 by May 1, 2007. Please contact Debora at (502) 564-4286 if you have questions regarding preparation of the application.

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT
TRANSITION YEAR FUNDING
July 1, 2007 - June 30, 2008

<i>INSTRUCTIONS</i>

The application consists of several sections. Directions are provided for each section and examples are provided where necessary. It is important that you provide detailed information for each section so that someone reading your plan can clearly envision what you would like to achieve through the use of these funds. The budget should include line item entries that can be linked to each objective identified in your plan in order for funding to be assured.

COVER SHEET: List the name and type of school applying for funds, the school's address, the name of the person primarily responsible for preparing the application, phone and fax numbers, and e-mail address.

PROGRAM PROFILE: This section describes the career and technical programs available in your school. This document provides application reviewers with an overall picture of your programs and will be used as a reference to assist in decision-making. ***A Program Profile form must be completed for each career and technical program offered in your school. If the school has a catalog containing program listings, please submit the catalog instead of typing the information on Program Profile sheets.*** For each program, identify the articulation and dual credit agreements in place. Indicate whether or not a program of study has been developed or will be develop during the current fiscal year for this program.

PLANNED USE OF FUNDS: This document tells us what you want to do, how you plan to do it, how much it will cost, and how you will determine if the effort was successful. ***A "Planned Use of Funds" form must be completed for each objective for which you are requesting funding.*** The objective must state what you plan to accomplish in measurable terms. For example, "Revise the curriculum for three courses (identify the three courses) so that the overall program curriculum meets industry standards." Identify the program affected, current enrollment in the program and the amount requested to fund the project. The "Justification" section explains how the objective will improve career and technical education for students. It also identifies ways in which the improvement will meet the objectives of the Perkins Act. For each objective, you must also indicate the accountability goal for which the money will directed.

The "Budget Summary" is set up in a line item format. You must break down the total dollars requested into categories that clearly identify how the money will be spent and how the purchase of the item will result in meeting the objective. For example, if money is being requested to pay a substitute teacher to cover classes while a teacher is participating in industry exchange, the item would be entered as follows:

CATEGORY/DESCRIPTION: Substitute Teacher Salary

HOW ITEM WILL BE USED TO MEET OBJECTIVE: Substitute will teach Automotive Technology class while instructor is participating in industry staff exchange at Toyota for 10 days

COST: \$750.

If the software or instructional materials are to be purchased, indicate how they will help increase student learning and how they will help make the program better than it is now. Funds requested for support services for special populations should specifically identify the service to be provided such as "hire a tutor for three ESL students" or "pay for printing large print textbooks for two sight-impaired students." Funds may not be used for remediation or developmental studies; the funds must be used to facilitate student learning.

Finally, the "Uses of Funds" section identifies one or more of the nine allowable uses of funds this objective addresses. Keep in mind that funding from the Perkins Act is intended to assist schools in developing or improving vocational technical education programs for students. If you request permissible funds, you must identify the specific permissible use. The nine required uses and 20 permissible uses are identified in the "General Information" portion of the packet.

NARRATIVE: The "Narrative" section provides specific information about the career and technical education programs available in the school and how Perkins funding is allowing for program development or improvement to better meet the needs of students. The Act requires the information requested in items 1 - 15 be provided by each school in order to receive consideration of a funding request. (Section 134) Please be very specific and detailed when responding to the questions.

STATEMENT OF ASSURANCES: The "Statement of Assurances" must be completed by each eligible recipient who applies for funds from the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The statement provides the assurance that all requirements have been met. This section of the application must be signed by the appropriate school administrator (principal, director, president)

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT
TRANSITION YEAR FUNDING
July 1, 2007 - June 30, 2008**

COVER SHEET

Name of Educational Institution: _____

Address: _____

Street

City

Zip

Type of Educational Institution: ☐ **Secondary**

☐ **Postsecondary**

☐ **Secondary & Postsecondary**

Contact Person(s) for Perkins Funding Questions:

Phone: _____

Phone: _____

Fax: _____

Fax: _____

E-mail: _____

E-mail: _____

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT
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PROGRAM PROFILE

Please complete one form for each career and technical program offered at your school or submit school catalog. If a school catalog is available, please submit the catalog rather than completing this form.

Program Name: _____ Length of Program: _____

Are Articulation/Dual Credit Agreements in place for this program? ☐ Yes ☐ No

Is a Program of Studies in place or being developed for this program? ☐ Yes ☐ No

CAREER AND TECHNICAL EDUCATION COURSES

List each course planned for this program and the name of each teacher(s) planning to teach the course. Identify new course offerings with an *. Include short-term adult classes.

Name of Course:

Name of Teacher(s) by Course:

SEQUENTIAL RELATED ACADEMIC COURSES

List each academic course recommended as beneficial to a student pursuing a career in this occupational area and the name of each teacher(s) planning to teach the course. Identify new course offerings with an *. Include short-term adult classes.

Name of Course:

Name of Teacher(s) by Course:

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT
TRANSITION YEAR FUNDING
July 1, 2007 - June 30, 2008**

PLANNED USE OF FUNDS

Objective: _____
 Program(s) _____ Current _____ Amount _____
 Affected: _____ Enrollment: _____ Requested: \$ _____

JUSTIFICATION

1. Identify the performance indicator for which this funding will be directed.
2. How will this expenditure impact or improve the performance indicator?
3. How did you determine that this expenditure was a relevant need in the program?
4. Are articulation agreements in place for this program(s)? ____ Yes ____ No

BUDGET SUMMARY

Using the line item budget below, identify each item requested and it's estimated cost.

CATEGORY/DESCRIPTION	COST
Curriculum/Program of Studies/Assessment	
1.	
Professional Development Activities	
1.	
Instructional Materials	
1.	
Stipends/ Salaries	
1.	
Support Services	
1.	
Equipment/Software	

1. Other: Describe	
1.	
	TOTAL

USES OF FUNDS

Required Use (Identify use) _____

Permissible Use (Identify use) _____

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT
TRANSITION YEAR FUNDING
July 1, 2007 - June 30, 2008**

NARRATIVE

Please respond to each of the following items. Be specific and provide detailed information in your response.

1. How will CTE activities be designed to assist students in meeting state and local adjusted levels of performance?
2. What is the school's time line for developing programs of study?
3. Identify integration activities in place that are improving the academic and technical skills of students.
4. How can you, as the school administrator, ensure that CTE students are taught the same rigorous standards as are taught to all other students?
5. Do instructors encourage their students to enroll in rigorous and challenging core academic subjects? Explain.
6. It is important that students be provided with a broad range of information, skills and practical experiences for the career field they have chosen. What techniques are being used at your school to provide students with knowledge and experience about all aspects of the industry the student has chosen to enter?
7. How will comprehensive and sustainable professional development be provided to promote the integration and alignment of rigorous content, challenging academic standards, and relevant career technical education? This includes academics, guidance, and administration.
8. How are stakeholders (parents, students, business and industry) involved in the development, implementation and evaluation of CTE programs? How are they informed about changes to the Perkins requirements?
9. How does the school provide technical education programs of such size, scope, and quality to bring about improvement in the overall quality of Kentucky CTE?

10. What local process is used to evaluate and continuously improve the school's performance?
11. Special population students should meet performance levels and be successful in activities preparing them for high skill, high wage or high demand occupations. How will CTE programs be reviewed and strategies identified to assist these students in meeting these goals?
12. Describe how discrimination against special populations is being prevented.
13. How will funds be used to promote preparation for nontraditional fields?
14. Describe the career guidance and academic counseling provided to CTE students, including linkages to future education and training opportunities.
15. Describe efforts to recruit and retain CTE teachers. Identify the procedures currently in place to ease new teacher transition from business and industry to the classroom.

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT
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STATEMENT OF ASSURANCES

Eligible Recipient (Educational Institution Requesting Funding)

The applicant hereby assures the Kentucky Workforce Investment Board of the following:

1. All funds made available under this Act will be used in accordance with this Act {Section 6}
2. No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students.
3. No funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major. {Section 314(a)}
4. Maintenance of fiscal effort will be maintained on an aggregate expenditure basis. {Section 311(b)(1)(A)}
5. Federal funds made available shall be used to supplement not supplant, non-federal funds expended to carry out career and technical education programs. {Section 311(a)}
6. To the extent consistent with the number and location of individuals who are members of special populations who are enrolled in private secondary schools, provision is made for the participation of such individuals in the career and technical education programs assisted under Section 2.
7. Relevant training and vocational education activities will be furnished to men and women who desire to enter occupations that are not traditionally associated with their gender. {Section 124(5)}

8. No funds provided under this Act will be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one state to another state. {Section 322}
9. The portion of any student financial assistance received under this Act that is available for attendance costs described in subsection (Section 325(b)) shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal Funds. {Section 324(a)}
10. Funds made available under this Act may be used to pay for the costs of vocational and technical education services required in an individualized education plan developed pursuant to Section 614(d) of the Individuals with Disabilities Education Act. Funds made available under this Act may be used to pay for the costs of services necessary to the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to vocational and technical education {Section 324(c)}
11. The school does not discriminate on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. Students who are members of the special populations will not be discriminated against on the basis of their status as members of special populations. {Section 316}
12. Sufficient information will be provided to the Kentucky Office of Career and Technical Education to enable the Office to comply with the reporting requirements specified in the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The prospective primary participant certifies to the best of its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency.
13. The grantee certifies that it will provide a drug-free workplace.

CERTIFICATION

I do hereby certify that the above assurances will be complied with and programs, services, and activities approved will be conducted in accordance with the Federal Acts, the Regulations, and the State Plan for Career and Technical Education.

I further agree that funds will be used as stipulated in the application.

I further certify to the best of my knowledge and belief that: (a) no Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or

employee of a Member of Congress in connection with making of any Federal grant, the entering of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement; (b) if any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the Federal grant, the undersigned shall complete and submit Stand Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure; (c) the undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

I do hereby certify that to the best of my knowledge that all information contained in this application is true and correct.

Chief School Administrator (signature)

Date

APPENDIX B: TECH PREP RFP

**KENTUCKY TECH PREP
REQUEST FOR PROPOSAL**

FORM

(RFP)

2008-2009



Academic + Career and Technical Education

KENTUCKY TECH PREP
REQUEST FOR PROPOSAL
FORM
(RFP)

2008-2009



TECH PREP REQUEST FOR PROPOSAL

INFORMATION

2008-2009

PURPOSE

The purpose of the Request for Proposal is to fund a consortium for specific Tech Prep programs that meet the requirements outlined in the Carl D. Perkins Act of 2006. (See the State Tech Prep Guidelines.) Fiscal agents will develop a proposal with input from partners to improve Tech Prep programs and increase student achievement. Upon approval fiscal agents will award funding to the local sites based on the activities in the approved RFP. Funds must be used to mutually benefit all members of the consortium.

TIMELINE FOR REQUEST FOR PROPOSAL

January 14, 2008 – RFP available on KY TECH web site

<http://KYtech.ky.gov/techprep.htm>

March 14, 2008 – RFP Due by COB (4:30 pm, Eastern Time)

April 21, 2008 - Sites notified of Approval

May 16, 2008 - Memorandum of Agreements mailed for signature

June 13, 2008 - Signed Memorandum of Agreements due in Tech Prep Office

July 1, 2008 - Funding Period Begins

FUNDING INFORMATION

Funding period for approved grants will be July 1, 2008 through June 30, 2009. Expenditures incurred must be during the funding period. Funds may not be encumbered nor carried forward. These funds may be withdrawn with thirty-day notice based upon failure to complete program requirements and expectations.

Monthly Reimbursement Requests will be sent with final approval documents. These forms must be submitted on a monthly basis to receive reimbursement for expenditures. The Department for Workforce Investment will only accept MUNIS reports for the personnel category. All other expenditures require a copy of the paid invoice. Purchase orders will not be accepted for reimbursement.

FORMAT FOR PROPOSALS

Submit the original and four (4) typewritten copies of the proposal and email to charleneg.baxter@ky.gov. The following format must be used:

- Typewritten - no less than 12pt. font
- Double spaced
- 1 inch margins
- Print on one-side only
- Proposal should be no more than 20 pages excluding the budget and certification forms.

Proposals must be received by the close of business on Friday, March 14, 2008. Fax and e-mail copies will not be accepted as official applications. Mail all copies of proposal to Charlene Baxter, Department for Workforce Investment, Office of Career and Technical Education, 2032 Capital Plaza Tower, 500 Mero Street, Frankfort, Kentucky 40601.

PROPOSAL REVIEW/EVALUATION PROCESS

Each proposal received will be reviewed and evaluated by a team of reviewers appointed by the Office of Career and Technical Education. A scoring rubric will be used by the review team. **APPLICATIONS SCORING BELOW 60 WILL NOT BE FUNDED.**

No appeals process is in place. Recommendations are final.

BUDGET INFORMATION

The proposal must include a DETAILED BUDGET that matches all activities. Funds must be used to benefit all partners in improving the program in the consortium.

Listed below are APPROVABLE expenditures with Tech Prep Funds. They are examples only.

PERSONNEL

- Stipends to teachers outside the regular work period.
- Substitute pay for teachers to work on related activities or attend Tech Prep meetings, workshops, conferences, etc. during the school year.
- Consultant (honorarium and travel expenses) to provide technical assistance with specific Tech Prep activities.

TRAVEL

- Travel expenses (in-state and out-of-state) and registration fees for approved Tech Prep workshops, conferences, meetings, etc., for secondary and postsecondary academic and career and technical teachers, administrators, counselors, and others related to the project activities that result in program improvement or expansion.

OPERATING

- Supplies - must be non-consumable and for demonstration purposes only.
- Computer software for program enhancement or expansion.
- Resource materials (not textbooks)
- 5% of the total program expenditures may be requested for administrative costs.

EQUIPMENT

- Equipment must be related to the implementation of the Tech Prep program.

Listed below are NON APPROVABLE expenditures for Tech Prep Funds.

- Activities for middle schools and 9th and 10th grades
- Student transportation (field trips, student organization meetings, etc.)
- Classified salaries (secretary, bookkeeper, bus driver, etc.)
- Student consumables (items that become property of students' such as textbooks, project materials)
- Student activities (awards, fees, registrations, scholarships, etc.)
- Furniture (desk, tables, filing cabinets, etc.)
- Expenditure for advisers and students participating in student organizations
- Promotional items (T-shirts, cups, pencils, etc.)
- Maintenance or repair of equipment

- Replacement of outdated equipment
- Postage, monthly telephone, on-line services, etc.
- Dues/Membership for professional organizations
- Certifications and Licensure Fees
- Food/refreshments
- Consumable supplies such as paper, ink cartridges, pens, pencils, lumber, etc.
- Items for 9th Grade Academy
- Computer labs
- Digital, Video or Web Cameras
- Televisions, VCR or DVD equipment
- Printers, Scanners
- Projectors (LCD)
- Calculators
- Editing Equipment
- ILP Software of folders
- Items required by legislation or regulation.

Funds must be used to supplement state and local dollars. Federal dollars cannot take the place of state and local dollars.

FISCAL AGENT INFORMATION

FISCAL AGENT: _____

ADDRESS: _____

PHONE NO.: _____

FAX NO.: _____

EMAIL ADDRESS: _____

Fiscal Agent Signature

Date

TECH PREP REQUEST FOR PROPOSAL FORM

2008-2009

Project Duration

From:

JULY 1, 2008

To:

JUNE 30, 2009

1. Develop a consortium plan that addresses each of the Tech Prep requirements listed below.

How will the consortium plan

- align with local Perkins application that meet the goals described therein.
- Provide programs of studies (career pathways) to be offered that combines a minimum of 2 years secondary education and a minimum of 2 years postsecondary education.
- provide integration of academic and technical education utilizing work based learning where appropriate and available.
- provide technical preparation in career fields including high wage, high skill or high demand occupations.
- build student competencies in technical skills and core academic subjects.
- lead to technical skill proficiency and industry recognized credentials.
- lead to placement in high skill, high wage employment or further education.
- utilize career and technical education programs of study that meet academic standards developed by the state and link secondary and postsecondary education and meet the following:
 - non duplicative sequence of courses
 - articulation agreements
 - dual credit courses
 - work based learning
 - distance learning
 - established academic and career and technical student standards
- provide on-going professional development for teachers, counselors and administrators related to the implementation of Tech Prep with regards to educational instruction, career guidance and all aspects of the industry.
- provide equal access to all students including special populations. Special populations means
 - individuals with disabilities
 - individuals from economically disadvantaged families

- individuals preparing for nontraditional fields
- single parents
- displaced homemakers
- individual with limited English proficiency

KENTUCKY TECH PREP BUDGET REQUEST SHEET 2008-2009

Consortium Site _____

Purchases must be detailed and linked to the proposed activity in your plan.
These items must be identified in each category.

PERSONNEL COSTS	Requested Funds	Approved Funds (DWI Use Only)	Budget Explanation/Justification (Be specific)
TOTAL PERSONNEL COST			

OPERATING COSTS	Requested Funds	Approved Funds (DWI Use Only)	Budget Explanation/Justification (Be specific)
TOTAL OPERATING COST			

TRAVEL.	Requested Funds	Approved Funds (DWI Use Only)	Budget Explanation/Justification (Be specific)
TOTAL TRAVEL COST			

TECH PREP CONSORTIUM BUDGET

CATEGORY

AMOUNT BUDGETED

PERSONNEL

OPERATING COSTS

TRAVEL

EQUIPMENT

TOTAL CONSORTIUM

Approved:

Tech Prep Director
Office of Career and Technical Education

Date

EDUCATION CABINET
DEPARTMENT FOR WORKFORCE INVESTMENT
CERTIFICATIONS AND ASSURANCES FOR COMPLIANCE
TITLE VI, CIVIL RIGHTS LAW OF 1964
KRS 344.015

A recipient of federal funding must be in compliance with the following state and federal laws and regulations in order to receive federal funds. If any of these laws and regulations cannot be complied with by the _____ (name of subrecipient) federal funds shall not be released. Execution of this contract, signifies the _____ (name of subrecipient) certification and assurance of compliance which shall be treated as a material representation of fact upon which reliance will be placed by the Department for Workforce Investment.

NONDISCRIMINATION

The _____ (name of subrecipient) shall not discriminate in employment or service delivery and program participation on the basis of race, color, national origin, sex, disability, age, religion or marital status in accordance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Age Discrimination Act of 1975, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans with Disabilities Act of 1990, Executive Order No. 11246 of September 24, 1965, as amended, and all other applicable laws which prohibit discrimination and implementing regulations, guidelines, and standards lawfully adopted and promulgated under those laws.

Inquiries and/or complaints concerning discrimination in employment or services may be addressed to
_____ (name) Equal Opportunity Coordinator, at
_____ (address) _____ (phone number).

CERTIFICATION

TITLE VI

In compliance with KRS 344.015, the Department for Workforce Investment has adopted a Title VI Plan. Any subrecipient shall likewise adopt this Title VI Plan or certify compliance with its own Title VI Plan.

_____ (name of subrecipient) adopts and shall comply with the provisions of the Title VI Plan which has been attached here to and made a part of this contract. The Responsible Official for Title VI compliance is
_____ (name) _____ (address)
_____ (phone number).

or

_____ (name of subrecipient) has a Title VI Plan to which it complies; a copy of which has been submitted with this certification to the Department for Workforce Investment. The Responsible Official for Title VI compliance identified in that Plan is
_____ (name) _____ (address)
_____ (phone number).

ASSURANCES

SENATE BILL 258

The _____ (subrecipient) agrees to comply with Senate Bill 258, Chapter 491 Acts of 1994, codified at KRS.45A.485, and shall:

1. Reveal any final determination of a violation within the previous five (5) years of any provision of KRS Chapters 136, 139, 141 (taxes), 337 (wage and hour), 338 (OSHA), 341 (unemployment compensation), and 342 (workers compensation) that apply to the _____ (subrecipient); and
2. Be in continuous compliance with the above referenced laws of the Commonwealth that apply to the _____ (subrecipient's) for the duration of the award.

The _____ (subrecipient) certifies that it is in compliance with the provisions of the Drug-Free Workplace Act of 1998 including:

1. publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the _____ (subrecipient's) workplace and specifying the actions that will be taken against employees for violation of such prohibition;
2. establishing an ongoing drug-free awareness program for employees;
3. enforcing the policy with all employees engaged in the performance of this award.
4. notifying the Department for Workforce Investment in writing within ten calendar days after receiving notice of a conviction of an employee for the violation of a criminal drug statute occurring in the workplace and the action taken with respect to the employee.

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

The _____ (subrecipient) certifies that:

1. Neither the _____ (subrecipient) nor its principals and/or subrecipients are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in these transactions by any Federal department or agency.
2. The instruction for certification, which are an integral part of this certification, have been read and agreed to by the _____ (subrecipient).

3. Where the prospective subrecipient of Federal funds is unable to certify to any of the statements in this certification, such prospective subrecipient shall submit an explanation to the Department for Workforce Investment.

LOBBYING

The _____ (subrecipient) certifies that:

1. No federally appropriated funds have been paid or will be paid, by or on behalf of the _____ (subrecipient) to any person to influence, either directly or indirectly, the introduction or modification of any federal or state legislation, or the outcomes of any federal, state, or local election, referendum, or initiative. No federally appropriated funds have been paid or will be paid by or on behalf of the _____ (subrecipient) to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or an employee of Congress, or an employee of a member of Congress in connection with the awarding of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal award, grant, loan, or cooperative agreement.
2. If any funds, other than federal appropriated funds, have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of an agency, a member of Congress, or an employee of a member of Congress in connection with this Subgrant Agreement, the _____ (subrecipient) shall complete and submit standard form LLL "Disclosure Form to Report Lobbying" in accordance with its instructions.
3. The _____ (subrecipient) shall require that the language of this certification be included in the award documents for all Subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.
4. The participating secondary and postsecondary partners will enter accurate, complete and valid data into TEDS (Technical Education Data System) and will have on file source documents to support the data entered.

SIGNATURE OF CHIEF SCHOOL OFFICER

DATE

SECONDARY AND POSTSECONDARY ALLOCATION.

Title I C 2008

School					3/29/2007	\$7,829,410
	# Pell 05-06	# WIA 05-06	#P+#W 05-06	%of State	Sch Share	Final Sch \$
Ashland C T College	574	16	590	0.034971252	\$273,804.27	\$273,804
Big Sandy CT	752	14	766	0.045403355	\$355,481.48	\$355,481
Bowling Green TC	531	11	542	0.032126134	\$251,528.67	\$251,529
Bluegrass	1249	98	1347	0.079841148	\$625,109.08	\$625,109
Elizabethtown CTC	1303	127	1430	0.084760832	\$663,627.31	\$663,627
Gateway CT College	415	28	443	0.026258076	\$205,585.24	\$205,585
Hazard C T College	1233	3	1236	0.07326181	\$573,596.75	\$573,597
Henderson CC	275	41	316	0.018730366	\$146,647.71	\$146,648
Hopkinsville CC	501	78	579	0.034319246	\$268,699.45	\$268,699
Jefferson CCTC	1442	145	1587	0.094066742	\$736,487.09	\$736,487
Madisonville CC	624	63	687	0.040720763	\$318,819.55	\$318,820
Maysville CC	551	152	703	0.041669136	\$326,244.75	\$326,245
Owensboro CTC	1046	91	1137	0.067393753	\$527,653.32	\$527,653
Somerset CC	1589	57	1646	0.097563867	\$763,867.52	\$763,868
Southeast CC	1046	65	1111	0.065852647	\$515,587.37	\$515,587
West Kentucky CT	938	210	1148	0.068045759	\$532,758.15	\$532,758
Total KCTCS	14,069	1199	15,268	0.904984885	\$7,085,497.71	\$7,085,498
Murray SU	0	0	0	0	\$0.00	\$0
WKU	377	5	382	0.022642404	\$177,276.67	\$177,277
NKU	228	0	228	0.013514315	\$105,809.11	\$105,809
Morehead SU	358	10	368	0.021812578	\$170,779.61	\$170,780
EKU	439	30	469	0.027799182	\$217,651.19	\$217,651
Kentucky SU	156	0	156	0.009246636	\$72,395.71	\$72,396
					\$743,912.29	\$743,912
Total Universities	1558	45	1603	0.095015115	\$743,912.29	\$743,912
					\$0	
Grand Total	15,627	1244	16,871	100.00%	\$7,829,410.00	\$7,829,410.00

District Allocation after transfer Receiving Institution Secondary 2007 Estimated Allocation	Initial Allocation	Amount of Transfer	Amount Retrained by Dist	District HS Amounts	Transfer to TCs	Tent Other LEAs
Adair Lake Cumberland ATC	\$37,883	\$3,788	\$34,095			
Allen	\$37,715		\$37,715			
Anchorage Independent					To Jeff Co.	
Anderson Harrodsburg ATC	\$28,314	\$3,978	\$24,336			
Ashland Ind	\$45,920		\$45,920			
Augusta Ind Mason Co ATC	\$2,886	\$144	\$2,742			
Ballard	\$13,405		\$13,405			
Barbourville Ind Knox Co ATC	\$6,792	\$1,657	\$5,135			
Bardstown Ind Nelson Co ATC	\$27,739	\$3,698	\$24,041			
Barren Barren Co ATC	\$41,129	\$13,412	\$27,717			
Bath Montgomery Co ATC	\$26,269	\$565	\$25,704			
Beechwood Ind Patton ATC	\$4,517	\$400	\$4,117			
Bell County Bell Co ATC	\$49,703	\$17,734	\$27,153			

Harlan Campus					\$4,816	
Subtotals	\$322,272	\$45,376	\$272,080	\$322,272	\$4,816	\$0
Institution	Initial Allocation	Amount of Transfer	Retained by Dist	HS in District	Transfer TC	Trans LEA
Bellevue Ind	\$10,854		\$9,268			
McCormick ATC		\$1,586				
Berea Ind	\$10,908		\$10,480			
Madison Co ATC		\$428				
Boone	\$125,146		\$117,387			
Boone Co ATC		\$7,759				
Bourbon	\$23,153		\$21,627			
Harrison County ATC		\$1,526				
Bowling Green Ind	\$44,557		\$44,557			
Boyd	\$34,265		\$34,265			
Boyle	\$21,370		\$20,158			
Garrard Co ATC		\$622				
Lincoln Co ATC		\$590				
Bracken	\$9,996		\$9,046			
Mason Co ATC		\$950				
Breathitt	\$43,637		\$20,732			
Breathitt Co ATC		\$22,905				
Breckinridge	\$33,846		\$18,416			
Breckinridge Co ATC		\$15,430				
Subtotals	\$357,732	\$51,796	\$305,936	\$357,732	\$0	\$0
Institution	Initial Allocation	Amount of Transfer	Retain by Dist	HS in District	Transfer TC	Trans LEA
Bullitt	\$100,422		\$81,071			
Bullitt Co ATC		\$19,351				
Burgin	\$2,713		\$2,313			
Harrodsburg ATC		\$400				
Butler	\$26,377		\$21,004			

Ohio Co ATC		\$5,373				
Caldwell	\$21,901		\$16,088			
Caldwell Co ATC		\$5,813				
Calloway	\$31,739		\$22,240			
Murray ATC		\$9,499				
Campbell	\$34,530		\$28,187		Rec fr SoG	
McCormick ATC		\$6,343				
Campbellsville Ind	\$20,213		\$18,822			
Green Co ATC		\$1,391				
Carlisle	\$8,344		\$7,783			
Mayfield ATC		\$561				
Carroll	\$18,262		\$5,619			
Carroll Co ATC		\$12,643				
Carter	\$60,413		\$60,413			
Casey	\$39,292		\$20,322			
Casey Co ATC		\$18,970				
Caverna Ind	\$12,639		\$11,416			
Barren Co ATC		\$1,223				
Subtotals	\$376,845	\$81,567	\$295,278	\$376,845	\$0	0
Institution (Sec Allocation 04)	Initial Allocation	Amount of	Retain By Dist	HS in District	Transfer	Trans
Christian	\$141,286	Transfer	\$141,286		TC	LEA
Clark	\$57,731		\$26,602			
Clark Co ATC		\$31,129				
Clay	\$75,077		\$54,326			
Clay Co ATC		\$20,751				
Clinton	\$21,153		\$3,482			
Clinton Co ATC		\$17,671				

Cloverport Ind	\$2,931		\$2,132			
Breckinridge Co ATC		\$799				
Corbin Ind	\$20,238		\$12,998			
Corbin ATC		\$7,240				
Covington Ind	\$97,286		\$74,123			
Chapman ATC						\$22,998
Patton ATC		165				
Crittenden	\$16,789		\$15,444			
Caldwell Co ATC		\$1,345				
Cumberland	\$16,228		\$13,099			
Clinton Co ATC		\$3,129				
Danville Ind	\$22,637		\$15,105			
Garrard Co ATC		\$7,405				
Lincoln Co ATC		\$127				
Daviess County	\$89,470		\$81,189			
Owensboro TC					\$7,637	
Muhlenberg Co ATC		\$644				
Dawson Springs	\$6,471		\$6,031			
Caldwell Co ATC		\$440				
Subtotals	\$567,297	\$90,845	\$445,817	\$567,297	\$7,637	\$22,998
Institution (Sec Allocation 2003)	Initial Allocation	Amount of Transfer	Retain ByDist	HS in Dist	Transfer TC	Trans LEA
Dayton Ind.	\$13,309		\$12,099			
Chapman Area Tech Ctr						\$1,210
E. Bernstadt Ind						To Laurel
Edmonson	\$23,047		\$23,047			
Elizabethtown Ind	\$17,771		\$17,693		Rec fr WP	
E-Town CTC					\$78	

Elliott	\$17,975		\$17,975			
Eminence	\$4,898		\$4,082			
Shelby Co ATC		\$816				
Erlanger-Elsmere	\$24,295		\$21,396			
Patton ATC		\$2,899				
Estill	\$36,301		\$30,069			
Madison Co ATC		\$3,960				
Clark Co ATC		\$2,272				
Fairview Ind	\$7,091		\$5,873			
Russell ATC		\$1,218				
Fayette	\$367,045		\$346,160			
EASTSIDE AVEC						\$954
SOUTHSIDE AVEC						\$19,931
Subtotals	\$511,732	\$11,165	\$478,394	\$511,732	\$78	\$22,095

Institution (Secondary Allocation FY04)	Initial Allocation	Amount of Transfer	Retain by Dist	HS in District	Transfer TC	Trans LEA
Fleming	\$29,964		\$29,964			
Floyd	\$104,925		\$66,701			
Floyd Co ATC (Garth)		\$38,224				
Frankfort Ind	\$9,084		\$9,084			
Franklin	\$58,982		\$58,982			
Ft Thomas Ind	\$16,804		\$16,375		Rec fr SoG	
McCormick ATC		\$429				
Fulton	\$11,224		\$4,935			
Fulton Co ATC		\$6,289				
Fulton Ind	\$6,941		\$6,688			
Fulton Co ATC		\$253				
Gallatin County	\$18,898		\$17,605			
Carroll Co ATC		\$1,293				

Garrard	\$28,699		\$22,265			
Garrard Co ATC		\$6,305				
Lincoln Co ATC		\$129				
Glasgow Ind	\$26,299		\$24,989			
Barren Co ATC		\$1,310				
Grant	\$41,124		\$39,857			
Boone Co ATC		\$1,267				
Graves	\$47,307		\$37,320			
Mayfield ATC		\$8,771				
Paducah ATC		\$1,216				
Subtotals	\$400,251	\$65,486	\$334,765	\$400,251	0	0
		Transfer				
Institution (Secondary Allocation 04)	Allocation	ATC	Retained Dist	Transfer	Trans	
Grayson	\$49,618		\$49,618	TC	LEA	
Green	\$21,237		\$9,986			
Green Co ATC		\$11,251				
Greenup	\$40,546		\$21,027			
Greenup Co ATC		\$19,519				
Hancock	\$13,717		\$8,367			
Owensboro TC				\$1,828		
Muhlenberg Co ATC		\$200				
Breckinridge Co ATC		\$3,322				
Hardin	\$137,939		\$136,904			
Elizabethtown TC				\$1,035		
Harlan	\$80,637		\$71,243			
Harlan TC				\$6,644		
Bell Co. ATC		\$2,750				
Harlan Ind	\$7,752		\$6,562			
Harlan TC				\$1,057		
Bell Co. ATC		\$133				

Harrison	\$31,081		\$19,046			
Harrison Co ATC		\$12,035				
Harrodsburg Ind	\$13,597		\$11,548			
Harrodsburg ATC		\$2,049				
Hart	\$35,353		\$33,988			
Barren Co ATC		\$1,365				
Hazard Ind	\$12,517		\$11,911			
Hazard TC					\$606	
Henderson	\$76,526		\$76,526			
Henry	\$21,593		\$17,652			
Oldham Co ATC						\$650
Shelby Co ATC		\$3,291				
Subtotal	\$542,113	\$55,915	\$474,378	\$542,113	\$11,170	\$650
Institution (Secondary Allocation 04)	Allocation	Transfer To ATC	Retained LEA		Trans TC	Trans LEA
Hickman	\$8,917		\$7,989			
Fulton Co ATC		\$928				
Hopkins	\$81,983		\$80,622			
Madisonville TC					\$1,361	
Jackson Ind	\$2,395		\$0			
Breathitt Co ATC		\$2,395				
Jackson	\$36,037		\$18,855			
Jackson Co ATC		\$17,182				
Jefferson	\$1,205,710		\$1,205,710		Rec fr Anchor	
Jenkins Ind	\$9,025		\$7,367			
Letcher Co ATC		\$1,658				
Jessamine	\$74,194		\$72,910			
Fayette Co East						\$260
Fayette Co South						\$1,024
Subtotals	\$1,418,261	\$22,163	\$1,393,453	\$1,418,261	\$1,361	\$1,284

Institution (Secondary Allocation 04)	Allocation	Transfer to ATC	Retain LEA		Transf TC	Transf LEA
Johnson	\$45,765		\$42,447			
Mayo TC					\$1,291	
Floyd Co ATC		\$2,027				
Kenton	\$96,982		\$81,327			
Patton ATC		\$15,655				
Knott	\$43,305		\$23,610			
Knott Co ATC		\$19,695				
Knox	\$86,535		\$28,920			
Knox Co ATC		\$47,516				
Harlan TC					\$10,099	
Larue	\$23,778		\$23,260			
Elizabethtown TC					\$518	
Laurel	\$124,891		\$118,172		Rec fr E Br	
Somerset CC North					\$6,719	
Lawrence	\$40,808		\$40,808			
Lee	\$20,123		\$7,850			
Lee Co ATC		\$12,273				
Leslie	\$30,772		\$10,392			
Leslie Co ATC		\$20,380				
Subtotals	\$512,959	\$117,546	\$376,786	\$512,959	\$18,627	\$0
Institution (Sec Allocation 2003)	Initial Allocation	Amount Transfer	Retain by Dist	HS in District	Transfer TC	Trans LEA
Letcher	\$46,537		\$12,393			
Letcher Co ATC		\$34,144				
Lewis	\$37,231		\$35,961			
Mason Co ATC		\$1,270				
Lincoln	\$52,760		\$31,956			
Lincoln Co ATC		\$14,673				
Garrard Co ATC		\$6,131				

Livingston	\$14,719		\$14,719			
Logan Russellville ATC	\$35,038	\$8,322	\$26,716			
Ludlow Ind Chapman Area Tech CTR	\$12,100		\$9,680		\$0	\$2,420
Lyon Caldwell Co ATC	\$8,012	\$1,186	\$6,826			
Madison Madison Co ATC	\$108,221	\$33,181	\$75,040			
Magoffin	\$41,613		\$41,613			
Marion Marion Co ATC	\$35,512	\$13,548	\$21,964			
Marshall	\$40,077		\$40,077			
Martin Martin Co ATC	\$39,346	\$17,470	\$21,876			
Mason Mason Co ATC	\$31,019	\$9,225	\$21,794			
Subtotals	\$502,185	\$139,150	\$360,615	\$502,185	\$0	\$2,420
Mayfield Ind Mayfield ATC	\$22,994	\$8,124	\$14,870			
Mccracken Paducah ATC	\$64,829	\$5,936	\$58,893			
Mccreary	\$58,561		\$58,561			
Mclean Muhlenberg Co ATC Owensboro TC	\$16,525	\$205	\$15,837		\$483	

Meade	\$40,334		\$28,980			
Meade Co ATC		\$11,354				
Menifee	\$16,667		\$15,002			
Montgomery Co ATC		\$700				
Morgan Co ATC		\$965				
Mercer	\$19,812		\$14,532			
Harrodsburg ATC		\$5,280				
Metcalfe	\$22,869		\$17,300			
Barren Co ATC		\$5,569				
Middlesboro Ind	\$26,956		\$19,435			
Bell Co ATC		\$7,521				
Monroe	\$24,692		\$6,346			
Monroe Co ATC		\$18,346				
Montgomery	\$42,446		\$23,842			
Montgomery Co ATC		\$18,604				
Monticello Inc	\$12,658		\$0			
Wayne Co ATC		\$12,658				
Morgan	\$31,234		\$17,194			
Morgan Co ATC		\$14,040				
Subtotals	\$400,577	\$109,302	\$290,792	\$400,577	\$483	\$0
Institution (Sec Allocation FY 2003	Initial Allocation	Amount Transfer	Retain District	HS in District	Trans TC	Trans LEA
Muhlenberg	\$59,464		\$52,019			
Muhlenberg Co ATC		\$7,445				
Murray Ind	\$11,395		\$9,386			
Murray ATC		\$2,009				
Nelson	\$40,883		\$21,688			
Nelson Co ATC		\$19,195				
Newport Ind	\$44,552		\$42,792		Rec fr SoG	
McCormick ATC		\$495				
Chapman						\$1,265

Nicholas Harrison Co ATC	\$11,752	\$424	\$11,328			
Ohio Ohio Co ATC	\$45,416	\$22,304	\$23,112			
Oldham Oldham Co ATC	\$54,101	\$5,913	\$48,188			
Owen Carroll Co ATC	\$21,255	\$2,633	\$18,622			
Owensboro Ind Owensboro TC Muhlenberg Co ATC	\$63,879	\$167	\$60,524		\$3,188	
Owsley Lee Co ATC	\$15,603	\$1,159	\$14,444			
Paducah Ind Paducah ATC	\$56,382	\$24,718	\$31,664			
Paintsville Ind Mayo TC	\$9,192		\$8,219		\$973	
Subtotals	\$433,874	\$86,462	\$341,986	\$433,874	\$4,161	1265
Institution (Sec Allocation 2005)	Initial Allocation	Amount Transfer	Retain by Dist	HS in Dist	Transfer TC	Transf LEA
Paris Ind Harrison Co ATC	\$11,290	\$693	\$10,597			
Pendleton McCormick ATC Harrison Co ATC	\$27,983	\$2,585 \$1,048	\$24,350			
Perry Hazard TC	\$61,573		\$56,204		\$5,369	

Pike	\$131,834		\$93,221			
Belfry ATC		\$16,504				
Millard ATC		\$22,109				
Pikeville Ind	\$13,476		\$13,312			
Millard ATC		\$164				
Pineville Ind	\$6,715		\$0			
Bell Co ATC		\$6,715				
Powell	\$34,438		\$34,438			
Providence Ind	\$7,868		\$3,727			
Caldwell Co ATC		\$4,141				
Pulaski	\$97,133		\$92,830		Rec fr ScH	
Somerset North					\$4,303	
Subtotals	\$392,310	\$53,959	\$328,679	\$392,310	\$9,672	0
Raceland Ind	\$7,075		\$6,708			
Russell ATC		\$367				
Robertson	\$4,718		\$4,497			
Mason Co ATC		\$221				
Rockcastle	\$35,718		\$18,109			
Rockcastle Co ATC		\$17,609				
Rowan	\$35,584		\$32,221			
Morgan Co ATC		\$3,363				
Russell Ind	\$16,589		\$5,714			
Russell ATC		\$10,875				
Russell	\$36,129		\$23,256			
Lake Cumberland ATC		\$12,873				
Russellville Ind	\$16,242		\$7,234			
Russellville ATC		\$9,008				
Science Hill					To Pulaski	
Subtotals	\$152,055	\$54,316	\$97,739	\$152,055	0	0

Scott	\$57,060		\$55,560			
Fayette East					\$188	
Fayette South					\$1,312	
Shelby	\$54,013		\$31,252			
Shelby Co ATC		\$22,761				
Silver Grove Ind	\$2,265		\$0			
McCormick ATC		\$2,265				
Simpson	\$29,364		\$29,364			
Somerset Ind	\$18,038		\$17,679			
Somerset North CC					359	
Southgate Ind					See last page	
Subtotals	\$160,740	\$25,026	\$133,855	\$160,740	\$359	\$1,500
Spencer	\$20,847		\$20,355			
Shelby Co ATC		\$492				
Taylor	\$21,281		\$18,910			
Green Co ATC		\$2,371				
Todd	\$24,225		\$23,648			
Russellville ATC		\$577				
Trigg	\$19,793		\$19,411			
Caldwell Co ATC		\$382				
Trimble	\$15,856		\$13,844			
Carroll Co ATC		\$2,012				
Union	\$27,373		\$27,373			
Walton Verona I	\$6,316		\$5,862			
Boone Co ATC		\$433				
Patton ATC		\$21				
Warren	\$116,036		\$114,110			
Russellville ATC		\$1,926				

Washington Marion Co ATC	\$19,442	\$5,879	\$13,563			
Wayne Wayne Co ATC	\$38,776	\$23,242	\$15,534			
Webster Webster Co ATC	\$16,442	\$7,923	\$8,519			
Subtotals	\$326,387	\$45,258	\$281,129	\$326,387	\$0	0
West Point I					To E'Town	
Whitley Corbin ATC	\$71,331	\$7,968	\$63,363			
Williamsburg Ind	\$13,698		\$13,698			
Williamstown Ind Boone Co ATC	\$5,208	\$5,208	\$0			
Wolfe Lee Co ATC	\$22,495	\$4,141	\$18,354			
Woodford Fayette Co East Fayette Co South	\$32,057		\$31,454			\$87 \$516
Subtotal	\$144,789	\$17,317	\$126,869	\$144,789	\$0	\$603
Grand Total	\$7,522,379	\$1,072,649	\$6,338,551	\$7,522,379	\$58,364	\$52,815
Note: Districts in bold print operate an ATC				\$0		

Anchorage	100% to Jefferson Co	2636
East Bernstadt	100% to Laurel Co	2677
Science Hill	100% to Pulaski	2364
Southgate	50% to Newport	1223
	25% to Campbell Co	611
	25% to Ft. Thomas	611
West Point	100% to Elizabethtown Ind	2210

Amount Available

Total KY Tech

KSB	0
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KSD	
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CHR-DSS	0
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Grand Total Allocated	\$7,522,375
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Tot Trans to Educ	\$6,391,366
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KCTCS--TCs	58,364
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KY Tech	\$1,072,649
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Total	\$7,522,379
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Amount Available	\$7,522,375
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Difference	\$4
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FY 2007 Revised OVAE CDP Estimated

Allocation 7,530,777

	04-05 Data	Data	From Tot Dist +	Program	Rosters				
SCHOOL	Home	# Voc		% District	Initial	\$ to Trans	IC	Final	Final
NAME	District	to	AVEC	Voc Ed to	District	to	0.01%	AVEC	District
	# Voc	AVEC	HS	AVEC	Allocation	AVEC		\$	\$
ATC's									
Fulton Co ATC									
Fulton Co	153	195	348	56.03%	\$11,224	\$6,289	(\$62)	\$6,227	\$4,935
Fulton Ind	106	4	110	3.64%	\$6,941	\$253	(\$3)	\$250	\$6,688
Hickman Co	198	23	221	10.41%	\$8,917	\$928	(\$9)	\$919	\$7,989
School Total	457	222	679	32.70%	\$27,082	\$7,470	(\$74)	\$7,396	\$19,612
Mayfield ATC									
Carlisle Co	222	16	238	6.72%	\$8,344	\$561	(\$6)	\$555	\$7,783
Graves Co	835	190	1025	18.54%	\$47,307	\$8,771	(\$87)	\$8,684	\$38,536
Mayfield Ind	227	124	351	35.33%	\$22,994	\$8,124	(\$80)	\$8,044	\$14,870
School Total	1284	330	1614	20.45%	\$78,645	\$17,456	(\$173)	\$17,283	\$61,189
Murray ATC									
Calloway Co*	604	258	862	29.93%	\$31,739	\$9,499	(\$94)	\$9,405	\$22,240
Murray Ind	243	52	295	17.63%	\$11,395	\$2,009	(\$20)	\$1,989	\$9,386
School Total	847	310	1157	26.79%	\$43,134	\$11,508	(\$114)	\$11,394	\$31,626
Paducah ATC									
Graves Co	835	22	857	2.57%	\$47,307	\$1,216	(\$12)	1204	\$46,091
McCracken Co	1141	115	1256	9.156%	\$64,829	\$5,936	(\$59)	\$5,877	\$58,893
Paducah Ind	187	146	333	43.84%	\$56,382	\$24,718	(\$245)	\$24,473	\$31,664
School Total	2163	283	2446	11.57%	\$168,518	\$31,870	(\$316)	\$31,554	\$136,648
Caldwell Co ATC									
Caldwell Co	429	155	584	26.54%	\$21,901	\$5,813	(\$58)	\$5,755	\$16,088
Crittenden Co	310	27	337	8.01%	\$16,789	\$1,345	(\$13)	\$1,332	\$15,444
Dawson Springs Ind	137	10	147	6.80%	\$6,471	\$440	(\$4)	\$436	\$6,031
Lyon Co	259	45	304	14.80%	\$8,012	\$1,186	(\$12)	\$1,174	\$6,826
Providence	18	20	38	52.63%	\$7,868	\$4,141	(\$41)	\$4,100	\$3,727
Trigg Co	508	10	518	1.93%	\$19,793	\$382	(\$4)	\$378	\$19,411

School Total	1661	267	1928	13.85%	\$80,834	\$13,307	(\$132)	\$13,175	\$67,527
Muhlenberg Co ATC									
Muhlenberg Co	1097	157	1254	12.520%	\$59,464	\$7,445	(\$74)	\$7,371	\$52,019
Daviess County	2068	15	2083	0.720%	\$89,470	\$644	(\$6)	\$638	\$88,826
Hancock County	338	5	343	1.458%	\$13,717	\$200	(\$2)	\$198	\$13,517
McLean County	399	5	404	1.238%	\$16,525	\$205	(\$2)	\$203	\$16,320
Owensboro	762	2	764	0.262%	\$63,879	\$167	(\$2)	\$165	\$63,712
School Total	4664	184	4848	3.80%	\$243,055	\$8,661	(\$86)	8575	\$234,394
Webster Co ATC									
Webster Co	329	306	635	48.19%	\$16,442	\$7,923	(\$78)	\$7,845	\$8,519
School Total	329	306	635	48.19%	\$16,442	\$7,923	(\$78)	\$7,845	\$8,519
Ohio Co ATC									
Ohio Co	626	604	1230	49.11%	\$45,416	\$22,304	(\$221)	\$22,083	\$23,112
Butler County	520	133	653	20.37%	\$26,377	\$5,373	(\$53)	\$5,320	\$21,004
School Total	626	604	1230	49.11%	\$71,793	\$27,677	(\$274)	\$27,403	\$44,116
Barren Co ATC									
Barren Co	901	436	1337	32.61%	\$41,129	\$13,412	(\$133)	\$13,279	\$27,717
Caverna Ind	168	18	186	9.68%	\$12,639	\$1,223	(\$12)	\$1,211	\$11,416
Glasgow Ind	248	13	261	4.98%	\$26,299	\$1,310	(\$13)	\$1,297	\$24,989
Hart Co	573	23	596	3.86%	\$35,353	\$1,365	(\$14)	\$1,351	\$33,988
Metcalf Co*	438	141	579	24.35%	\$22,869	\$5,569	(\$55)	\$5,514	\$17,300
School Total	2328	631	2959	21.32%	\$138,289	\$22,879	(\$227)	\$22,652	\$115,410
Monroe Co ATC									
Monroe Co	155	448	603	74.30%	\$24,692	\$18,346	(\$182)	\$18,164	\$6,346
School Total	155	448	603	74.30%	\$24,692	\$18,346	(\$182)	\$18,164	\$6,346
					\$0				
Russellville ATC									
Logan Co	780	243	1023	23.75%	\$35,038	\$8,322	(\$82)	\$8,240	\$26,716
Russellville Ind	151	188	339	55.46%	\$16,242	\$9,008	(\$89)	\$8,919	\$7,234
Todd Co	492	12	504	2.38%	\$24,225	\$577	(\$6)	\$571	\$23,648
Warren County	2310	39	2349	1.66%	\$116,036	\$1,926	(\$19)	\$1,907	\$114,110
School Total	3733	482	4215	11.44%	\$191,541	\$19,833	-196	\$19,637	\$171,708
Breckinridge Co ATC									
Breckinridge Co	487	408	895	45.59%	\$33,846	\$15,430	(\$153)	\$15,277	\$18,416
Cloverport Ind	24	9	33	27.27%	\$2,931	\$799	(\$8)	\$791	\$2,132
Hancock County	338	108	446	24.22%	\$13,717	\$3,322	(\$33)	\$3,289	\$10,395
School Total	849	525	1374	38.21%	\$50,494	\$19,551	(\$194)	\$19,357	\$30,943

Marion Co ATC									
Marion Co	629	388	1017	38.15%	\$35,512	\$13,548	(\$134)	\$13,414	\$21,964
Washington Co	399	173	572	30.24%	\$19,442	\$5,879	(\$58)	\$5,821	\$13,563
School Total	1028	561	1589	35.31%	\$54,954	\$19,427	(\$192)	\$19,235	\$35,527
Meade Co ATC									
Meade Co	998	391	1389	28.15%	\$40,334	\$11,354	(\$112)	\$11,242	\$28,980
School Total	998	391	1389	28.15%	40334	11354	-112	\$11,242	\$28,980
Nelson Co ATC									
Bardstown Ind	130	20	150	13.33%	\$27,739	\$3,698	(\$37)	\$3,661	\$24,041
Nelson Co	765	677	1442	46.95%	\$40,883	\$19,195	(\$190)	\$19,005	\$21,688
School Total	895	697	1592	43.78%	\$68,622	\$22,893	(\$227)	\$22,666	\$45,729
Bullitt Co ATC									
Bullitt Co	1060	253	1313	19.27%	\$100,422	\$19,351	(\$192)	\$19,159	\$81,071
School Total	1060	253	1313	19.27%	\$100,422	\$19,351	(\$192) \$0	\$19,159	\$81,071
Shelby Co ATC									
Spencer Co	496	12	508	2.36%	\$20,847	\$492	(\$5)	\$487	\$20,355
Eminence Ind.	55	11	66	16.67%	\$4,898	\$816	(\$8)	\$808	\$4,082
Henry Co	484	87	571	15.24%	\$21,593	\$3,291	(\$33)	\$3,258	\$18,302
Shelby Co	905	659	1564	42.14%	\$54,013	\$22,761	(\$225)	\$22,536	\$31,252
School Total	1940	769	2709	28.39%	\$101,351	\$27,360	(\$271)	\$27,089	\$73,991
Boone Co ATC									
Boone Co*	2588	171	2759	6.20%	\$125,146	\$7,759	(\$77)	\$7,682	\$117,387
Walton Verona Ind*	299	22	321	6.85%	\$6,316	\$433	(\$4)	\$429	\$5,883
Grant Co*	881	28	909	3.08%	\$41,124	\$1,267	(\$13)	\$1,254	\$39,857
Williamstown HS	0	10	10	100.00%	\$5,208	\$5,208	(\$52)	\$5,156	\$0
School Total	3768	221	3989	5.54%	\$177,794	\$9,459	(\$94)	\$14,521	\$163,127
McCormick ATC									
Bellevue Ind*	76	13	89	14.61%	\$10,854	\$1,586	(\$16)	\$1,570	\$9,268
Campbell Co*	902	203	1105	18.37%	\$34,530	\$6,343	(\$63)	\$6,280	\$28,187
Ft. Thomas Ind*	344	9	353	2.55%	\$16,804	\$429	(\$4)	\$425	\$16,375
Newport Ind*	445	5	450	1.11%	\$44,552	\$495	(\$5)	\$490	\$44,057
Silver Grove Ind	0	4	4	100.00%	\$2,265	\$2,265	(\$22)	\$2,243	\$0
Pendleton Co*	668	68	736	9.239%	\$27,983	\$2,585	(\$26)	\$2,559	\$25,398
School Total	2435	302	2737	11.03%	\$136,988	\$13,703	(\$136)	\$13,567	\$123,285

Carroll Co ATC

Carroll Co	136	306	442	69.23%	\$18,262	\$12,643	(\$125)	\$12,518	\$5,619
Gallatin Co	286	21	307	6.84%	\$18,898	\$1,293	(\$13)	\$1,280	\$17,605
Owen Co	481	68	549	12.39%	\$21,255	\$2,633	(\$26)	\$2,607	\$18,622
Trimble Co	282	41	323	12.69%	\$15,856	\$2,012	(\$20)	\$1,992	\$13,844
School Total	1185	436	1621	26.90%	\$74,271	\$18,581	(\$184)	\$18,397	\$55,690

Patton ATC

Covington Ind.	575	1	576	0.17%	\$97,286	\$165	(\$2)	\$163	\$97,121
Beechwood Ind*	72	7	79	8.86%	\$4,517	\$400	(\$4)	\$396	\$4,117
Kenton Co*	1065	205	1270	16.142%	\$96,982	\$15,655	(\$155)	\$15,500	\$81,327
Walton Verona HS	299	1	300	0.333%	\$6,316	\$21	\$0	\$21	\$6,295
Erlanger Elsmere (Lloyd H)	214	29	243	11.934%	\$24,295	\$2,899	(\$29)	\$2,870	\$21,396
School Total	2225	243	2468	9.85%	\$229,396	\$19,140	(\$190)	\$18,950	\$203,961

Mason Co ATC

Bracken Co	324	34	358	9.50%	\$9,996	\$950	(\$9)	\$941	\$9,046
Augusta Independent	76	4	80	5.00%	\$2,886	\$144	(\$1)	\$143	\$2,742
Mason Co	326	138	464	29.74%	\$31,019	\$9,225	(\$91)	\$9,134	\$21,794
Robertson Co	163	8	171	4.68%	\$4,718	\$221	(\$2)	\$219	\$4,497
Lewis Co	85	3	88	3.41%	\$37,231	\$1,270	(\$13)	\$1,257	\$35,961
School Total	974	187	1161	16.11%	\$85,850	\$11,810	(\$116)	\$11,694	\$74,040

Montgomery Co ATC

Montgomery Co	692	540	1232	43.83%	\$42,446	\$18,604	(\$184)	\$18,420	\$23,842
Meniffee Co	228	10	238	4.20%	\$16,667	\$700	(\$7)	\$693	\$15,967
Bath Co	547	12	559	2.15%	\$26,269	\$565	(\$6)	\$559	\$25,704
School Total	1467	562	2029	27.70%	\$85,382	\$19,869	(\$197)	\$19,672	\$65,513

Morgan Co ATC

Morgan Co	398	325	723	44.95%	\$31,234	\$14,040	(\$139)	\$13,901	\$17,194
Rowan Co	527	55	582	9.45%	\$35,584	\$3,363	(\$33)	\$3,330	\$32,221
Meniffee Co	228	14	242	5.79%	\$16,667	\$965	(\$10)	\$955	\$15,702
School Total	1153	394	1547	25.47%	\$83,485	\$18,368	(\$182)	\$18,186	\$65,117

Greenup Co ATC

Greenup Co	349	324	673	48.14%	\$40,546	\$19,519	(\$193)	\$19,326	\$21,027
School Total	349	324	673	48.14%	\$40,546	19519	-193	\$19,326	\$21,027

Russell ATC

Russell Ind	155	295	450	65.556%	\$16,589	\$10,875	(\$108)	\$10,767	\$5,714
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Raceland Ind	201	11	212	5.19%	\$7,075	\$367	(\$4)	\$363	\$6,708
Fairview Ind	135	28	163	17.18%	\$7,091	\$1,218	(\$12)	\$1,206	\$5,873
School Total	491	334	825	40.48%	\$30,755	\$12,460	(\$124)	\$12,336	\$18,295
Floyd Co ATC									
Floyd Co	534	306	840	36.43%	\$104,925	\$38,224	(\$378)	\$37,846	\$66,701
Johnson Co	690	32	722	4.43%	\$45,765	\$2,027	(\$20)	\$2,007	\$43,738
School Total	1224	338	1562	21.64%	\$150,690	\$40,251	(\$399)	\$39,853	\$110,439
Martin Co ATC									
Martin Co	308	246	554	44.40%	\$39,346	\$17,470	(\$173)	\$17,297	\$21,876
School Total	308	246	554	44.40%	\$39,346	17470	-173	\$17,297	\$21,876
Belfry ATC									
Pike*	1747	250	1997	12.519%	\$131,834	\$16,504	(\$163)	\$16,341	\$115,330
School Total	1747	250	1997	12.519%	\$131,834	16504	-163	\$16,341	\$115,330
Millard ATC									
Pike*	1747	352	2099	16.770%	\$131,834	\$22,109	(\$219)	\$21,890	\$109,725
Pikeville H S	244	3	247	1.215%	\$13,476	\$164	(\$2)	\$162	\$13,312
School Total	1747	352	2099	16.770%	\$145,310	\$22,273	(\$221)	\$22,052	\$123,037
Breathitt Co ATC									
Breathitt Co	305	337	642	52.49%	\$43,637	\$22,905	(\$227)	\$22,678	\$20,732
Jackson Ind	0	10	10	100.00%	\$2,395	\$2,395	(\$24)	\$2,371	\$0
School Total	305	347	652	53.22%	\$46,032	\$25,300	(\$251)	\$25,049	\$20,732
Jackson Co ATC									
Jackson Co	304	277	581	47.68%	\$36,037	\$17,182	(\$170)	\$17,012	\$18,855
School Total	304	277	581	47.68%	\$36,037	\$17,182	(\$170)	\$17,012	\$18,855
Knott Co ATC									
Knott Co	344	287	631	45.48%	\$43,305	\$19,695	(\$195)	\$19,500	\$23,610
School Total	388	287	631	45.48%	\$43,305	\$19,695	(\$195)	\$19,500	\$23,610
Lee Co ATC									
Lee Co	158	247	405	60.99%	\$20,123	\$12,273	(\$122)	\$12,151	\$7,850
Owsley Co	162	13	175	7.43%	\$15,603	\$1,159	(\$11)	\$1,148	\$14,444
Wolfe Co	257	58	315	18.41%	\$22,495	\$4,141	(\$41)	\$4,100	\$18,354
School Total	577	318	895	35.53%	\$58,221	\$17,573	(\$174)	\$17,399	\$40,648
Leslie Co ATC									
Leslie Co	255	500	755	66.23%	\$30,772	\$20,380	(\$202)	\$20,178	\$10,392
School Total	255	500	755	66.23%	\$30,772	\$20,380	(\$202)	\$20,178	\$10,392

Letcher Co ATC									
Jenkins Ind	80	18	98	18.37%	\$9,025	\$1,658	(\$16)	\$1,642	\$7,367
Letcher Co	155	427	582	73.37%	\$46,537	\$34,144	(\$338)	\$33,806	\$12,393
School Total	235	445	680	65.44%	\$55,562	\$35,802	(\$354)	\$35,448	\$19,760
Bell Co ATC									
Bell Co	503	279	782	35.68%	\$49,703	\$17,734	(\$176)	\$17,558	\$31,969
Harlan Co	991	35	1026	3.41%	\$80,637	\$2,750	(\$27)	\$2,723	\$77,887
Harlan Ind	114	2	116	1.72%	\$7,752	\$133	(\$1)	\$132	\$7,619
Middlesboro Ind	504	195	699	27.90%	\$26,956	\$7,521	(\$74)	\$7,447	\$19,435
Pineville Ind	0	80	80	100.00%	\$6,715	\$6,715	(\$66)	\$6,649	\$0
School Total	2112	591	2703	21.86%	\$171,763	\$34,853	(\$344)	\$34,509	\$136,910
Clay Co ATC									
Clay Co	500	191	691	27.64%	\$75,077	\$20,751	(\$205)	\$20,546	\$54,326
School Total	500	191	691	27.64%	\$75,077	\$20,751	(\$205)	\$20,546	\$54,326
Corbin ATC									
Corbin Ind	456	254	710	35.775%	\$20,238	\$7,240	(\$72)	\$7,168	\$12,998
Whitley Co	716	90	806	11.17%	\$71,331	\$7,968	(\$79)	\$7,889	\$63,363
School Total	1172	344	1516	22.69%	\$91,569	\$15,208	(\$151)	\$15,057	\$76,361
Knox Co ATC									
Barbourville Ind	155	50	205	24.39%	\$6,792	\$1,657	(\$16)	\$1,641	\$5,135
Knox Co	344	419	763	54.91%	\$86,535	\$47,516	(\$470)	\$47,046	\$39,019
School Total	499	469	968	48.45%	\$93,327	\$49,173	(\$486)	\$48,687	\$44,154
Rockcastle Co ATC									
Rockcastle Co	510	496	1006	49.30%	\$35,718	\$17,609	(\$174)	\$17,435	\$18,109
School Total	510	496	1006	49.30%	\$35,718	\$17,609	(\$174)	\$17,435	\$18,109
Casey Co ATC									
Casey Co	407	380	787	48.28%	\$39,292	\$18,970	(\$188)	\$18,782	\$20,322
School Total	407	380	787	48.28%	\$39,292	\$18,970	(\$188)	\$18,782	\$20,322
Clinton Co ATC									
Clinton Co	67	340	407	83.54%	\$21,153	\$17,671	(\$175)	\$17,496	\$3,482
Cumberland Co	201	48	249	19.28%	\$16,228	\$3,129	(\$31)	\$3,098	\$13,099
School Total	268	388	656	59.15%	\$37,381	\$20,800	(\$206)	\$20,594	\$16,581
Green Co ATC									

Green Co	339	382	721	52.98%	\$21,237	\$11,251	(\$111)	\$11,140	\$9,986
Campbellsville Ind	149	11	160	6.88%	\$20,213	\$1,391	(\$14)	\$1,377	\$18,822
Taylor Co	654	82	736	11.14%	\$21,281	\$2,371	(\$23)	\$2,348	\$18,910
School Total	1142	475	1617	29.38%	\$62,731	\$15,013	(\$148)	\$14,865	\$47,718
Lake Cumberland ATC									
Adair Co	477	53	530	10.00%	\$37,883	\$3,788	(\$38)	\$3,750	\$34,095
Russell Co	672	372	1044	35.63%	\$36,129	\$12,873	(\$127)	\$12,746	\$23,256
School Total	1149	425	1574	27.00%	\$74,012	\$16,661	(\$165)	\$16,496	\$57,351
Wayne Co ATC									
Monticello	0	53	53	100.00%	\$12,658	\$12,658	(\$125)	\$12,533	\$0
Wayne Co	383	573	956	59.94%	\$38,776	\$23,242	(\$230)	\$23,012	\$15,534
School Total	383	626	1009	62.04%	\$51,434	\$35,900	(\$355)	\$35,545	\$15,534
Clark Co ATC									
Clark Co	241	282	523	53.92%	\$57,731	\$31,129	(\$308)	\$30,821	\$26,602
Estill Co	449	30	479	6.26%	\$36,301	\$2,272	(\$22)	\$2,250	\$34,029
School Total	690	312	1002	31.14%	\$94,032	\$33,401	(\$331)	\$33,070	\$60,631
Lincoln Co ATC									
Lincoln Co	654	252	906	27.81%	\$52,760	\$14,673	(\$145)	\$14,528	\$38,087
Boyle County	600	17	617	2.76%	\$21,370	\$590	(\$6)	\$584	\$20,780
Danville Ind	179	1	180	0.56%	\$22,637	\$127	(\$1)	\$126	\$22,510
Garrard Co	444	2	446	0.45%	\$28,699	\$129	(\$1)	\$128	\$28,570
School Total	1877	272	2149	12.66%	\$125,466	\$15,390	(\$152)	\$15,366	\$109,947
Garrard Co ATC									
Boyle Co	600	18	618	2.91%	\$21,370	\$622	(\$6)	\$616	\$20,748
Danville Ind*	179	87	266	32.71%	\$22,637	\$7,405	(\$73)	\$7,332	\$15,232
Garrard Co	444	125	569	21.97%	\$28,699	\$6,305	(\$62)	\$6,243	\$22,394
Lincoln Co	654	86	740	11.62%	\$52,760	\$6,131	(\$61)	\$6,070	\$46,629
School Total	1877	316	2193	14.41%	\$125,466	\$20,463	(\$202)	\$20,261	\$105,003
Harrison Co ATC									
Bourbon Co	595	42	637	6.59%	\$23,153	\$1,526	(\$15)	\$1,511	\$21,627
Harrison Co	630	398	1028	38.72%	\$31,081	\$12,035	(\$119)	\$11,916	\$19,046
Nicholas Co	240	9	249	3.61%	\$11,752	\$424	(\$4)	\$420	\$11,328
Pendleton Co*	668	26	694	3.746%	\$27,983	\$1,048	(\$10)	\$1,038	\$26,935
Paris Indep	107	7	114	6.140%	\$11,290	\$693	(\$7)	\$686	\$10,597
School Total	2240	482	2722	17.71%	\$105,259	\$15,726	(\$155)	\$15,571	\$89,533

Harrodsburg ATC

Anderson Co	569	93	662	14.05%	\$28,314	\$3,978	(\$39)	\$3,939	\$24,336
Burgin Ind	110	19	129	14.73%	\$2,713	\$400	(\$4)	\$396	\$2,313
Harrodsburg	124	22	146	15.07%	\$13,597	\$2,049	(\$20)	\$2,029	\$11,548
Mercer Co	256	93	349	26.65%	\$19,812	\$5,280	(\$52)	\$5,228	\$14,532
School Total	1059	227	1286	17.65%	\$64,436	\$11,707	(\$115)	\$11,592	\$52,729

Madison Co ATC

Madison Co	1443	638	2081	30.66%	\$108,221	\$33,181	(\$329)	\$32,852	\$75,040
Estill Co	449	55	504	10.91%	\$36,301	\$3,960	(\$39)	\$3,921	\$32,341
Berea	147	6	153	3.92%	\$10,908	\$428	(\$4)	\$424	\$10,480
School Total	2039	699	2738	25.53%	\$155,430	\$37,569	-\$372	\$37,197	\$117,861

End of DTE ATCs(Total)	#REF!	####	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
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Fayette Co East AVEC

*Jessamine	856	3	859	0.35%	\$74,194	\$260		\$260	\$73,934
* Scott	893	3	896	0.33%	\$57,060	\$188		\$188	\$56,872
* Woodford	732	2	734	0.27%	\$32,057	\$87		\$87	\$31,970
Fayette County	4999	13	5012	0.26%	\$367,045	\$954		\$954	\$366,091
School Total	7480	21	2089	1.01%	\$530,356	\$1,489		\$1,489	\$528,867

Fayette Co South AVEC

*Jessamine	856	12	868	1.38%	\$74,194	\$1,024		\$1,024	\$73,170
*Scott	893	21	914	2.30%	\$57,060	\$1,312		\$1,312	\$55,748
* Woodford	732	12	744	1.61%	\$32,057	\$516		\$516	\$31,541
Fayette County	4999	287	5286	5.43%	\$367,045	\$19,931		\$19,931	\$347,114
School Total	7,480	332	7,812	4.25%	\$530,356	\$22,783		\$22,783	\$507,573

Covington Ind District

Chapman Area Tech Ctr

Dayton HS	140	14	154	9.09%	\$13,309	\$1,210		\$1,210	\$12,099
Ludlow HS	12	3	15	20.00%	\$12,100	\$2,420		\$2,420	\$9,680
Newport HS	445	13	458	2.84%	\$44,552	\$1,265		\$1,265	\$43,287
Covington Holmes	575	178	753	23.64%	\$97,286	\$22,998		\$22,998	\$74,288
Totals	1172	208	1380	15.07%	\$167,247	\$27,893		\$27,893	\$139,354

Oldham County ATC

Henry County	484	15	499	3.01%	\$21,593	\$650		\$650	\$20,943
Oldham County	1279	157	1436	10.93%	\$54,101	\$5,913		\$5,913	\$48,188
Total	1763	172	1935	8.89%	\$75,694	\$6,563		\$6,563	\$69,131

TC's

Madisonville TC

Hopkins Co*	1423	24	1447	1.66%	\$81,983	\$1,361	\$1,361	\$80,622
School Total	1423	24	1447	1.66%	\$81,983	\$1,361	\$1,361	\$80,622

Owensboro TC

Daviess Co*	2068	193	2261	8.536%	\$89,470	\$7,637	\$7,637	\$81,833
Owensboro Ind*	762	40	802	4.99%	\$63,879	\$3,188	\$3,188	\$60,691
Hancock Co*	338	52	390	13.33%	\$13,717	\$1,828	\$1,828	\$11,889
McLean Co*	399	12	411	2.92%	\$16,525	\$483	\$483	\$16,042
School Total	3567	297	3864	7.69%	\$183,591	\$13,136	\$13,136	\$170,455

Elizabethtown TC

Hardin Co	3042	23	3065	0.75%	\$137,939	\$1,035	\$1,035	\$136,904
Larue Co	403	9	412	2.18%	\$23,778	\$518	\$518	\$23,260
E-town HS	226	1	227	0.44%	\$17,771	\$78	\$78	\$17,693
School Total	3671	33	3704	0.89%	\$179,488	\$1,631	\$1,631	\$177,857

Mayo TC

Johnson Co	690	20	710	2.82%	\$45,765	\$1,291	\$1,291	\$44,474
Paintsville	93	11	104	10.58%	\$9,192	\$973	\$973	\$8,219
School Total	783	31	814	3.81%	\$54,957	\$2,264	\$2,264	\$52,693

Hazard TC

Hazard Ind	236	12	248	4.84%	\$12,517	\$606	\$606	\$11,911
Perry Co	586	56	642	8.72%	\$61,573	\$5,369	\$5,369	\$56,204
School Total	822	68	890	7.64%	\$74,090	\$5,975	\$5,975	\$68,115

Harlan TC

Harlan Co	991	89	1080	8.24%	\$80,637	\$6,644	\$6,644	\$73,993
Harlan Ind	114	18	132	13.64%	\$7,752	\$1,057	\$1,057	\$6,695
Bell County HS	503	54	557	9.69%	\$49,703	\$4,816	\$4,816	\$44,887
Knox Co	742	98	840	11.67%	\$86,535	\$10,099	\$10,099	\$76,436
School Total	1608	161	1769	9.10%	\$224,627	\$22,616	\$22,616	\$202,011

Somerset CC North

Laurel Co	1848	105	1953	5.38%	\$124,891	\$6,719	\$6,719	\$118,172
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Pulaski Co	1706	79	1785	4.43%	\$97,133	\$4,303	\$4,303	\$92,830
Somerset HS	345	7	352	1.99%	\$18,038	\$359	\$359	\$17,679
Total	3899	191	4090	4.67%	\$240,062	\$11,381	\$11,381	\$228,681